



A University of Sussex DPhil thesis

Available online via Sussex Research Online:

<http://sro.sussex.ac.uk/>

This thesis is protected by copyright which belongs to the author.

This thesis cannot be reproduced or quoted extensively from without first obtaining permission in writing from the Author

The content must not be changed in any way or sold commercially in any format or medium without the formal permission of the Author

When referring to this work, full bibliographic details including the author, title, awarding institution and date of the thesis must be given

Please visit Sussex Research Online for more information and further details

**The Social Construction of Pupils' Cultural
Worlds:
Negotiating Viable Selves From the Margin**

Submitted for Degree of D.Phil

**Simon Edwards
University of Sussex**

January 2013

Declaration

I hereby declare that this thesis has not been submitted in either its present form or in a different form to this or any other university for a degree.

Simon Edwards

.....

UNIVERSITY OF SUSSEX

Simon Edwards

**The Social Construction of Pupils' Cultural Worlds:
Negotiating Viable Selves from the Margin**

Summary

This thesis examines the cultural world of students and how they negotiate viable selves at the margins of education exclusion. Bridgeworth Youth Wing (BYW), a part of Bridgeworth Community College (BCC) school site for an ethnographical study focused on students' linguistic repertoires and language codes embedded within their social practices. Critical engagement with these processes led to the development of a pedagogic approach based on a model of knowledge production rooted in social practice rather than individual cognitive performance.

The introduction locates the research in a wider policy context and discusses the rise of performance management, the use of pupil assessment data and the development of alternative curricula.

Chapter one presents the research context, research population, issues identified and the initial outline of an intervention. In chapter two I explore a methodological approach. I draw on Freire and a concept of liberation education in order to develop a research strategy, which enables me to answer initial research questions. The initial research phase uses a developing methodological approach in order to explore the wider social practices of the students. Data from this initial phase of research provides an evaluative framework from which further research can be conducted.

Chapter three presents and analyses data on language and practice collected in the initial research phase. A framework for analysis draws on Bernstein's (1971) theoretical model of codes. Chapter four explores the correlation between discourse and the students' developing conceptual understanding. Key questions informing self-production are identified. The social structure of language and the linguistic structure of dialogue is examined.

Chapter five considers the emerging theoretical framework and explores the role of language and its use within the context of self-production. A conflict between the prevailing school models of self and that of the students is identified and outlined.

Chapter six explores the assumption that the real is not solely confined within organisational discourse. The linguistic dimensions of multiple discourses and associated practices are explored both within school and social sites outside. Chapter seven presents and analyses themes emerging from two further interventions. This illuminates the significance of staff and family as actors within the students' discursive narratives. Further existential questions guiding the production of the self within those conditions, are considered.

In conclusion chapter eight identifies claims to new knowledge emerging from the thesis. I assert that knowledge and its use in terms of sustaining self-identity is conceptualised within reflexive discourse emerging from relationships with significant other actors, who may or may not be located physically within BCC or BYW sites. I argue that language and linguistic codes engaged by the students are not located in the production of GCSEs but rather in the production of the self. Therefore knowledge is reflexively produced and mutually understood through the students maintaining multiple discourses.

I also identify a confluence point between the students' social alignments and the organisational alignments at BCC. I then discuss how an alternative curricula model I currently manage might develop in order to meet the needs of the students in the light of the emerging theoretical framework.

Acknowledgements

This thesis forms part of an ongoing journey I have engaged with the many students I have worked with over fourteen years in my local community in the South East of England. Without their openness to my questions and research I would not have been able to carry out this exploration. Specific thanks go to those junior leaders who played such a central role as co-researchers in this work. Their insight and willingness to interpret my observations have enabled me to accomplish this work and thus help many other students struggling with mainstream education.

I was fortunate enough to work throughout the duration of this research with an extremely supportive Head teacher and friend, Richard Evea. Who offered countless hours to discuss ideas and theories informing the emerging theoretical framework presented in this thesis. His insight, honesty and openness to explore and try new ideas in mainstream education have been a source of inspiration and something I wish to emulate throughout my professional career.

Equally my appreciation and gratitude goes to my supervisor Dr. Paul Yates who guided me through my MA and this Doctoral Thesis. His intellectual guidance and ability to open my mind to wider theoretical possibilities has enabled me to develop not only as an academic but holistically as a person. The many and varied discussions we have engaged throughout this journey have enriched my understanding of myself and the reality within which I am engaged.

Warm thanks go to my friends Dr. Richard Davies and Chris Marshall, who have given unwavering support and encouragement throughout this academic journey. This journey started on my undergraduate degree at CYM ten years ago.

I dedicate this work to my wife Linda and two daughters, Amy and Jodie, without whose continual support throughout the eleven year transition from bread baker to academic I could not have accomplished this work. Their patience through the lows of my moods, highs of excitement when I develop new knowledge, and endless hours spent waiting for me to emerge from my academic studies and engage them in conversation they could understand has been much appreciated. Linda's belief in my abilities when I have doubted them and wanted to throw in the towel has been a constant source of strength.

Table of Contents

List of Figs.	xii
List of Abbreviations	xiii
List of Appendices	xiv
Time Line and Stages for the Project	xv
Introduction	xvi
 Chapter One:	
The Context, Research Population, Issues Identified and Initial Intervention	1-12
 1. My Professional and Personal Trajectory	3
2. The Research Context	3
3. BYW The Context	5
4. The Developing Programme	5
5. Delivering CoPE	6
6. Issues Encountered	7
7. Problematising language	9
8. An Intervention Strategy	10
9. A Youth work Approach: The Concept of Social Learning	11
10. Exploratory Research in a Wider Context	11
11. Key Assumptions and Their Implications	12
 Chapter Two: Methodology	13-45
Section One: Theoretical Issues and Framework	13-18
 1. Exploring a Methodological Approach	15
2. An Ontological Perspective	16
Section Two: A Research Strategy	19-45
1. Identifying Research Questions	19
2. Research Methods	21
3. The Importance of Co-researchers to this Project	23
 Freire	
 4. Liberation Education and Its Epistemological Claims	25
5. Developing Critical Consciousness	27

6. Epistemological Claims	28
7. Appointing Co-researchers	30
8. Researching the Students' Practice in the Wider Youth Wing Context	31
9. Filming and Audio Recording as an Observation Tool	32
10. Practical Issues Encountered	34
11. Ethical considerations	35
12. Developing Categories for Data Presentation	41
13. Methods Used to Research the CoPE Intervention	43
14. Group Discussions and Semi-Structured Interviews	44
15. Chapter Summary	45
Phase One of Research Initial Research (Chapters 3, 4 and 5)	
Chapter Three:	
Data Presentation and Analysis	46-71
1. The Students' Social Practice in a Wider Context	46
2. Observation Data Findings: Perceived Relationship Building Strategies	48
3. Identifying Commonly Understood Relationship Building Practices	51
4. Data Analysis: Locating Mediate Content Within the Behaviour Categories	54
The Use of Bernstein's Theoretical Model	
5. A Theoretical Interpretation	55
6. Social Class Categorisation	57
7. Further Exploration Through the Lens of Bernstein's Theory	59
8. Analysis: Bernstein's Public Code Re-contextualised	63
9. Reconsidering Bernstein:	
The Role of Behaviours Within Relationship Building Strategies	66
10. Conceptualising the Emerging Framework in a Wider Context	68
11. Chapter Summary	70
Chapter Four: Data Analysis and Presentation - Discourse Intervention	72 -114
1. Outline of the Discourse Intervention	73
Section One of Data Analysis	73-95
2. The Discourse Intervention: Presentation and Analysis of Progress Tables	74
3. Data Analysis: Developing a New Set of Concepts	77

4. Data Analysis: Accessing Codes and Developing Capacity to Make Experiences Meaningful	85
5. Making Sense of Who I am	85
6. Preparing to Become: The Reflexive Self	86
7. Discourse: a Vehicle for Mutual Negotiation of Language	87
8. Data Analysis: Systems for Maintaining Present and Future Realities	91
9. Being and Becoming Together	92
 Section Two of Data Analysis: Discourse Intervention (Re-examining Discourse)	 95-114
1. Category One: The Social Structure of Language	96
2. Categories for Scenes	100
3. Category Two: The Linguistic Structure of Dialogue in Relationships	103
4. Data Analysis	110
5. Developing a Trust Base	112
6. Going with the Flow: Developing Mutual Understanding	114
7. Chapter Summary	114
 Chapter Five: Discussion Illuminating a Theoretical Framework and Explaining Levels of Consonance	 115-125
1. Deleuze and Cinema	116
2. Making Sense of the Self: Conflicting Frameworks	119
3. Testing the Findings and Theoretical Framework	121
4. Interviews and Group Discussions	122
5. Key Findings	123
6. Chapter Summary	125
 Phase Two of Research (Chapters 6 and 7) Chapter Six: Further Research and Data Presentation Exploring the Dimensions of the Students' Linguistic Repertoire	 123-165
1. Connecting and Sustaining a Shared Real	126
2. Research Strategy and Methodology	128
3. Data Presentation and Analysis	130

4. Focus Group One: Male Students	130
5. Organising Social Space	130
6. Linguistic Dimensions of Practices within Social Spaces	132
7. Focus Group Two: Female Students	133
8. Organising Social Space	133
9. Maintaining the Real on a Virtual Social Site	134
10. Maintaining the Narrative: Multi -Tasking	135
11. The Linguistic Dimensions of Social Space	137
12. Expressions in Written Form	139
13. The Need to Experience People and Engage Mutual Physical Space	140
14. Text Messaging	141
15. Analysis	142
16. Maintaining the Narrative	142
17. Time and its Perceived Relativity: Managing the Flow	144
18. Language Regulating Time and the Production of the Self	146
19. Language as Speech: The Linguistic Dimensions of Time Management	147
20. Summary of Relevant Aspects of Data	150
21. Discussion	151
22. Language Codes and the Production of the Self	151
23. The Future Orientated Self	155
24. Multi -Tasking: Regulating Aliveness	160
25. Chapter Summary	164

Chapter Seven:

Developing Further Interventions and Data Presentation and Analysis	166-223
---	---------

1. Outline of Year Ten Intervention - New Intake	167
2. Background Information of Group Structure and Inter-relationships	169
3. Outline of Ongoing Year Eleven Intervention	170
4. Developing the Intervention	171

Year ten intervention

5. Data Presentation and Analysis: Year Ten Intervention	173
6. Creating a Context for Relationship Building and Negotiating Collective Values	173
7. Providing Opportunities for Students to Express Their Understanding of	

Teamwork Within the Context of Relationships	176
8. Accessing and Recording the Teamwork Key Skill Within the Signifying Context of Established Relationships	178
9. Analysis: A Common Sense View of Teamwork	182
10. Adapting Scripts for a New Scene	183
11. The Script Writers	185
Year Eleven intervention	
12. Data Presentation and Analysis of Year Eleven Intervention	187
13. Managing Social Transition When Faced With Existential Danger	188
14. Filling the Role Vacated by Staff	190
15. Managing the Self – Narrative: The Significance of Time and Space	192
16. The Debilitating Effects of Change	189
17. Ghosts from the Past	193
18. Negotiating Change but not Standing out From the Crowd	194
19. You'll Never Stand Alone	198
20. Problem Solving: Similar Issues	198
21. My role as Educator in Loco Parentis	200
22. Making Critical Decisions in Loco Parentis	202
23. Developing Collaborative work with Parents	203
24. Analysis: Disorientation in Space	206
25. Maintaining a Self-Identity in a Changing Environment	207
26. Facing Discontinuity of the Narrative	209
27. Re-engaging the Conditions for Self-Production	211
28. Questions Guiding Self-Production	213
29. Summary	214
Discussion: A Reflection of Findings from Year Ten and Eleven Interventions	
30. Locating Referents Within a Shifting View of the Self	215
31. Peers	215
32. The Family and Primary Carers	215
33. The Family: a Genesis for Discourse and the Self-Narrative	219
34. Adopted Families	220
35. My Role as Educator	221
36. The Collaborative Educator: a Reflexive Role	221

Chapter Eight: Conclusions	224-233
1. Locating Student Identity	225
2. A Critical Point of Confluence	227
3. A Final Word	230
Bibliography	234-246
Appendices	247-313

List of Figs

Fig. 1 Timeline and Stages for the Research Project	xv
Fig. 2 Diagram Contextualising the Work and Explaining Various Ideas	2
Fig. 3 Summary of Empirical Research	14
Fig. 4 Observation Schedule	31
Fig. 5 Bell's Categories	42
Fig. 6 Revised Categories	43
Fig. 7 Theories of Various Writers Used	47
Fig. 8 My Perception of Relationship Building Practice	48
Fig. 9 Co-researcher's Perception of Relationship Building Practices	49
Fig.10 Categorised Relationship Building Practices	52
Fig.11 Re-categorised Relationship Building Practices	52
Fig.12 Key Skill: Working with Others in a Group	74
Fig.13 Key skill: Improving Own Learning	79
Fig.14 Key Skill: Conducting a Piece of Research	88

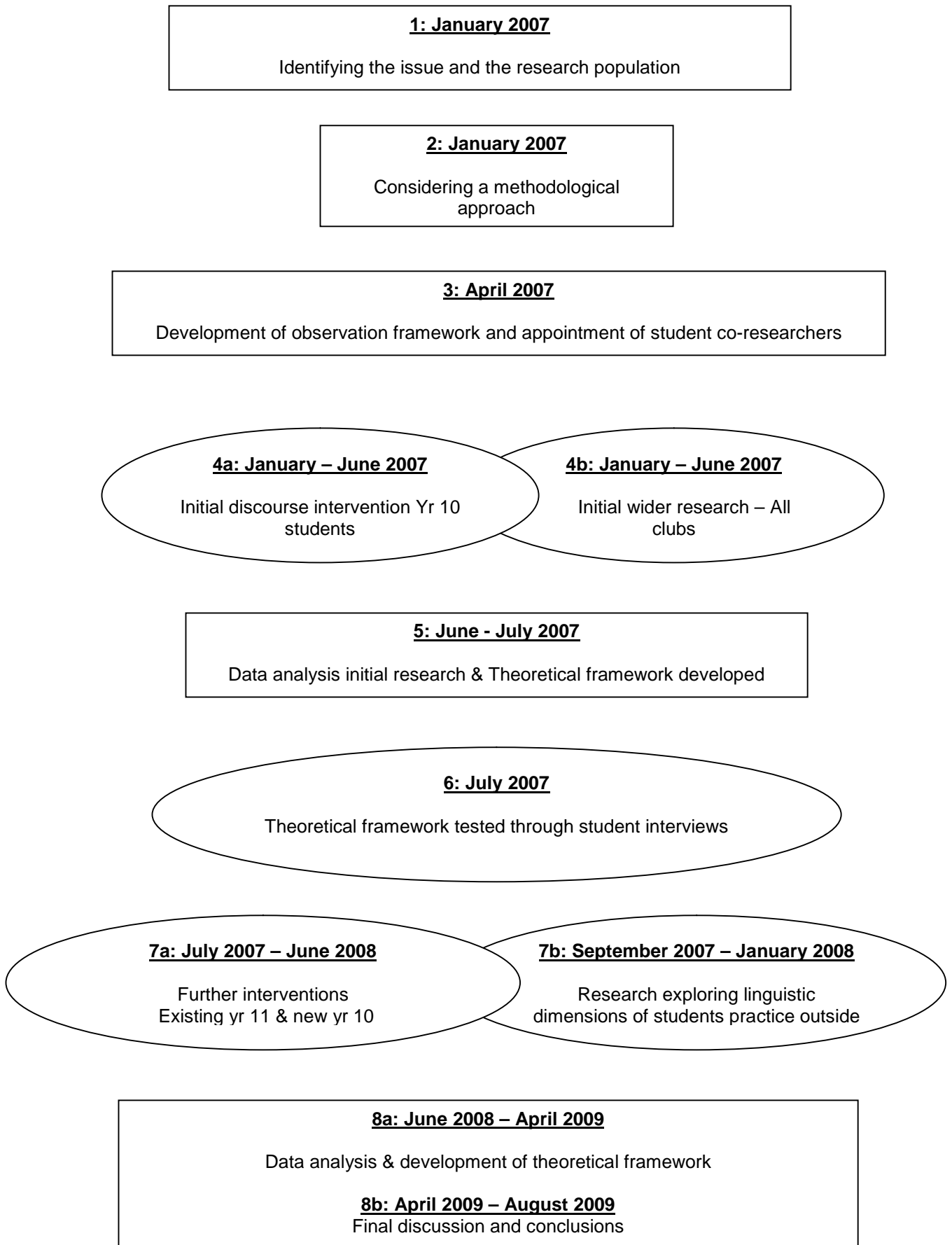
List of Abbreviations

BYW	Bridgeworth Youth Wing
BCC	Bridgeworth Community College
CoPE	Certificate of Personal Effectiveness
WSCC	West Sussex County Council
WSYS	West Sussex Youth Service
FE	Further Education
HE	Higher Education
GCSE	General Certificate of Secondary Education
UCAS	Universities and Colleges Admissions Service
OFSTED	Office for Standards in Education
ASDAN	Award Scheme Development and Accreditation Network
PDR	Plan, Do and Review assessment sheets used to assess CoPE
MSN & Bebo	Social networking sites accessed through internet
SEN	Special Education needs
SENCO	Special Education needs Co-ordinator
QCA	Qualifications and Curriculum Authority

List of Appendices

Appendix 1. BYW CoPE Session Format	247
Appendix 2 CoPE PDR questions (2007) - Levels One and Two	249
Appendix 3. Sample Observation Recording Sheet	252
Appendix 4. Observation Recording Sheet Big Brother	253
Appendix 5. Observation Recording Sheet XL Club	256
Appendix 6. Transcript XL Club	258
Appendix 7. Sample Transcript Observation – SY	262
Appendix 8. Sample Transcript Observation – KS PDR	277
Appendix 9. Sample Transcript Observation – LE / SY PDR	288
Appendix 10. Testing Findings: Interview Guide	296
Appendix 11. Focus Group Discussion Guide	297
Appendix 12. Focus Group Transcript - Females	298
Appendix 13. Focus Group Transcript - Males	312

Fig. 1: Time Line and Stages for the Research Project.



Introduction

In 1944 the *Butler Act* established a secondary education for all, but which had no national curriculum. The act aimed to make use of liberal education as a dominant force in order to maintain the equilibrium of civil society through establishing pathways to employment and training for active citizenship. A tripartite system of grammar, secondary modern and technical schools was established but, according to Pring (1997), by the 1950's the grammar school curriculum dominated the system. This was narrow, over-academic and restricted access to all but those able to meet the entry requirements, which were based on IQ test results. Those students attending grammar or public schools would have an advantage when applying to universities and white collar jobs due to these schools offering the only route through A levels, whilst those attending secondary modern and technical colleges filled the ranks of the manual work force.

Successive Labour governments introduced comprehensive schools funded by LEAs (Local Education Authorities). The comprehensive school system, which provides the context for this thesis, aimed to offer equality of opportunity for all students in a local area to access a wide range of subjects in a single school. The system aimed to restrict the selective processes of previous models which had excluded all but the most able students from accessing academic education. Pring (1997: 2), cites Lacey (1970), stating many politicians also believed the comprehensive model would help raise aspirations of teachers and students, which would in turn bring greater equity within the schools and greater employment opportunities. However, critics of the comprehensive system argued that where part of the culture of comprehensive schooling was to create mixed ability classes this levelled down the ability of many more academically able students so grouping by ability was re-introduced according to academic ability. Lower ability students sat CSEs (Certificate of Secondary Education) and higher ability students sat GCEs (General Certificate of Education).

Throughout the 1970s many secondary modern schools made the transition to become comprehensive schools but consistent HMI inspections found many of the systems had not adjusted to meet the needs of the students according to their backgrounds. For example inadequate pastoral care and lack of student involvement in the organising of their curriculum was highlighted. This was believed to be a contributing factor to limiting the division between students from different class and ethnic backgrounds. The

economic term 'value added' was used to refer to a school's ability to enhance a student's cognitive performance.

What is the Purpose of Education? - Market Schooling

Right wing opposition to the comprehensive system argued that social mixing restricted the success of the most academically able students and conservative politicians subsequently argued in favour of a return to the tripartite system. After extensive study (Pring 1997) into the attainment of students from comprehensive and grammar schools evidence generally, although marginally, fell in favour of the comprehensive system. The Conservative government under Margaret Thatcher introduced the 1988 *Education Reform Act*, which introduced a national curriculum retaining the comprehensive system but also posited a selective alternative in city technology colleges. Technology colleges embraced selection but through what Pring (1997) describes as 'deservingness' based on an interview, test and much commitment from student and parent rather than solely through academic ability. This paid lip service to equality of opportunity embraced by comprehensive ideals, whilst also supporting a neo-liberal meritocratic system.

The new National Curriculum also embraced an emerging technocratic model of education, which had largely replaced the traditional apprenticeship model employed at the lower academic levels of schooling. This model devalued traditional liberal education values and encouraged a rationale which valued education in relation to economic activity rather than the development of civil and moral codes. This model was also strongly influenced by the need for the government to maintain the UK's competitiveness in a global market economy, which had no specific need for traditional industrial skills such as metal work, carpentry and other traditional trades and their inherent models of education. Schooling now needed to focus on supporting the development business skills and vocational subjects.

Market philosophies and approaches to people management were now embraced in schools in order to prepare students for future employment in this competitive and global market. The measure by which a post secondary education student was deemed an active and valuable participant in civil society now rested on each individual's attainment of GCSEs and their ability to support market growth through gaining employment. Students' identity and value as active participants within society were now viewed through each individual's worth as a unit of human capital where knowledge

attainment suitable for participation in the market place was measured through cognitive performance assessment.

To raise academic attainment in key subject areas such as Maths, ICT, Science and English in order to successfully enter the market place, and to also meet the educational demands of surrounding communities, the Conservative government under John Major allowed grant maintained schools to opt out of the curriculum and to select up to 50% of their cohort according to ability. All secondary schools were also given the opportunity to specialise in specific subject areas suited to the needs of their local community. However specialist schools were allowed to select 10% of their intake based on their specialism. Where many specialist schools focused on Music, Dance, Science and Maths this indirectly discriminated against students from backgrounds for which the subject content was not a key feature of discussions held in the home context. However, regardless of attempts to raise aspirations of students in lower sets by amalgamating GCEs with CSEs to create GCSEs, presented in the white paper 'Better Schools' (DES 1985: 6), some students were still not engaging with formal education in the classroom. Hence the term alternative curriculum came to refer to a wider range of skills and accredited models of education such as NVQs could be made accessible to these students but which held the same value as GCSEs. These approaches to education still largely drew on technocratic education which measured knowledge attainment through cognitive performance assessment.

Market Schooling and Social Responsibility

During the 1990s the elected 'New' Labour government led by Tony Blair had recognised the limitations of classic socialism with its collectivist ideal. Giddens (1998) says that in late modernity the 'fixities of the past' could no longer be trusted to guide the future. New Labour promoted market freedom in education and argued it was essential to maintaining economic viability and also social well being (Giddens 1998). New Labour built on earlier conservative market models of education but remained in part faithful to their traditions endorsing a renewal of social democracy and individualism. New Labour further sought to explore 'a new relationship between the individual and the community, a redefinition of rights and obligations' (Giddens, 1998: 65). A new balance was explored between collective and individual rights and responsibilities in order to maintain social cohesion within a culturally diverse and pluralist society whilst also sustaining the UK economy within a globally competitive market place. The green paper, 'Schools Building on Success,' states;

Education is a recognised priority, not just for Government, but also for society as a whole. It is seen not only as key to developing equality of opportunity, but also to enabling the nation to prepare for the emergence of the new economy and its increased demands for skills and human capital (DfEE 2001: 8).

New Labour under Tony Blair recognised the negative effects of market freedom though, which perpetuated economic inequalities resulting in civil exclusion and subsequent civil unrest (Giddens 1998). On the one hand the super rich were excluding themselves from civic society and on the other those unable to access jobs due to market competitiveness were becoming involuntarily excluded from active civil society, thus causing unrest and, a burden to the tax payer through supporting the benefit system. Exclusion at the bottom was seen as self-reproducing and measures of positive welfare, of which making accessible equal opportunity to the best education for all, became one tool. Therefore equality of opportunity was emphasized in New Labour policy where equality is defined as

'inclusion and inequality exclusion (...) inclusion refers in its broadest sense to citizenship, to the civil and political rights and obligations that all members of a society should have, not just formally but as a reality in their lives (...) In a society where work remains central to self-esteem and standard of living, access to work is one main context of opportunity. Education is another (...)' (Giddens 1998: 102).

Hence, as Giddens (1998: 109) states 'investment in education is an imperative of government today, a key basis for the redistribution of possibilities.' The aim is that new possibilities for redistribution would create pathways through education to help people out of poverty and become economically viable as a unit of capital within a market society.

In order to redistribute possibilities funding was also made available for alternative curriculum provision for those students who were becoming disengaged with mainstream curriculum models and subjects. Hence schools were encouraged to deliver vocational subjects such as NVQs, BTECs and other additional subjects such as the ASDAN awards. Accreditation for these courses was weighted according to how many school league table points they were worth. For example the ASDAN CoPE Award at level two would hold the same points as an NVQ at level two. The level two award is worth 45 points, which is the same point score awarded to a GCSE graded at

C. Hence the students taking this award would be able to apply for sixth form and college placements post secondary education based on their tally of points as they would be viewed as equal currency as GCSEs. This would pave the way for more students to attend universities who may not have otherwise done so due to their parents not having academic qualifications and encouraging their child to take lower paid or manual jobs, which were not available in great numbers any longer. New Labour sought to break this cycle of deprivation. The 'Schools Achieving Success' white paper stated it aimed to

Build the curriculum – particularly beyond the age of 14, when the talents of pupils diversify – around the needs of each individual, with far better opportunities for vocational and academic study (DfES 2002: 7).

New Labour policy was to join up services working with disadvantaged students in order for the skills of each service to be utilised to support the needs of each student. Youth Services were now being drawn towards meeting specific Government targets set up under the newly created Connexions Service. By joining up thinking and services students who were disadvantaged and at risk of disengagement with school or college could be supported by schools through working in partnership with these agencies and sharing resources

Today many young people are doing well – at school or college and in the community. Many take part in a rich variety of activities. Many are volunteers. But that is not good enough. For **all** young people must have these opportunities. Poverty or deprivation must not be barriers. That is the challenge for Connexions or youth organisations, whether voluntary or statutory (DfEE 2001: 4).

Many youth centres in WSYS sought to work alongside mainstream schools in order to deliver alternative curriculum courses as an addition to the students' curriculum. Courses being run would focus primarily on social skills development and teambuilding but accredited through CoPE or other ASDAN based qualifications.

Business Principles and Practices in Market Schooling

New Labour also further endorsed market schooling, which had emerged through the Thatcher years and had its roots based on the market principles of sustained growth and consumer choice. School league tables were created and opportunities for

schools to take on Academy Status specialising in specific subject areas in order to meet the demands and skills of local communities was actively encouraged.

In order to meet the demands of the global market place and compete with the fast developing economies of India and China, New Labour recognised the need to raise standards in student attainment in core subjects of Maths, English, ICT and Science. New Labour also needed to raise teaching standards by offering appropriate support in order to help students meet these standards. The approach New Labour took was to further embrace business models of staff development, management and training to achieve this. The green paper, 'Schools Building on Success,' (2001) set New Labour's agenda and highlighted the need to,

Proceed with a standards drive in the early secondary years, with ambitious targets for performance in tests for 14 year olds in English, mathematics, science and ICT, with appropriate support and training for teachers and schools (DfEE 2001: 7).

Targets and performance were based on 'excellent comparative data' (DfEE 2001: 9).

In order to motivate teachers to meet these targets and subsequently raise standards performance related pay had already been introduced by the Teacher's Green Paper (1998) as key feature of a developing approach to staff management. This was underpinned by the aforementioned paper, which had aimed to create teacher pay scales based on incremental performance related pay rises where individual teachers were rewarded for annually meeting specific criteria. Performance criteria were divided into over forty competencies at Newly Qualified Teacher level, which then had to be further assessed through classroom observations using OFSTED criteria and annual performance management reviews in order to progress to an Upper Teacher Pay Scale (UPS). Essentially higher performing teachers were rewarded with higher pay and support to develop their career in progression pathways such as becoming senior leaders or being awarded advanced skills teacher (AST) status.

Two key measures by which a school's and individual teacher performance were made accountable were through publishing OFSTED inspection reports and publishing the number of students attaining five GCSEs grade A*-C by the end of secondary education, which needed also to include core subject areas and through OFSTED. Results were published in annual league tables and made publically available. In order

to help students meet the required minimum GCSE attainment schools now had to set ambitious learning targets based on the individual needs of each student. Teaching and learning during each lesson was differentiated in order to meet the needs of individual students in order to enable them to meet their target grades. Target setting and the use of complex data analysis systems had now become a key feature of school and classroom management and not only enabled the teacher to closely monitor student progress but also enabled senior school leaders to monitor the performance of each teacher.

In a drive to raise standards throughout primary and key stage three in secondary schools Standard Assessment Tests (SATs) were also introduced where outcomes were also published in the school league tables. The league tables were designed to create a competitive school market enabling parents in each community to choose the best performing schools, which also suited to the needs of their children. This competition kept teachers and senior school leaders constantly striving to raise standards and outperform neighbouring schools in order to keep the most academically able students on their school role. The most successful schools attracted the most academically able students and highest performing teaching staff and, when deemed by OFSTED to be an outstanding school, earned the right to become autonomous in terms of choosing their curriculum and increasing control of their own budgets.

Individualism and social responsibility

Where a new balance was being explored by New Labour between collective and individual rights and responsibilities in order to maintain social cohesion within a culturally diverse and pluralist society, whilst also sustaining the UK economy within a globally competitive market place, a key feature of New Labour education agenda was to develop a personalised learning agenda as stated in the green paper, 'Schools Building on Success;'

In the 21st century we need to change this and build a flexible system around the needs and aspirations of individual pupils and their families, particularly at secondary level. The reforms of the last few years have laid the foundations for this shift. Individual pupil-level target setting has become accepted practice in many primary and secondary schools; Learning Mentors provide assistance to individual pupils with challenges outside school; subject by subject setting enables teachers to meet the talents of individual pupils more effectively;

schools are increasingly using data systems which enable individual pupil progress to be tracked (DfEE 2001: 15).

The move towards tailoring education around the needs and skills of each individual also ensured each individual developed a sense of personal responsibility for their learning and civic responsibility to their community. Individual learning, (known as personalised learning within schools) particularly focused on helping those students moving into Key stage four to achieve these goals as the white paper, 'Schools: Achieving Success,' pointed out

Our second term is dedicated to carrying out this reform in secondary education:

- Opening secondary education to a new era of engagement with the worlds of enterprise, higher education and civic responsibility.
- Building the curriculum – particularly beyond the age of 14, when the talents of pupils diversify – around the needs of each individual, with far better opportunities for vocational and academic study (DfES 2002: 7).

Each student's assessment data was analysed and, at key stage four, learning mentors were allocated to those students who were achieving below their target grades in core subjects, or predicted to attain less than the required five GCSEs grade A*-C. Approaches to personalised learning focused around allocating learning mentors to support students one to one in order to meet the academic needs of the individual and provide support in key areas such as literacy and numeracy. A multi-agency approach working with educational psychologists, school counsellors, local police and educational welfare officers also enabled teaching staff to create a personal profile and a detail psychological map of each student's cognitive and social needs. A Special Education Needs Co-ordinator (SENCO) would analyse data provided by classroom teachers and multi-agency personnel and develop an Individual Education Plan (IEP) tailoring an education package to the perceived specific needs of the student. In this way New Labour had 'leveled the playing field' for those disadvantaged students in order for them to have access to achieve their potential.

Alternative Curricula at BCC

Where New Labour continued to endorse the concept of meritocratic achievement whereby merit equals intellect plus effort, in order to gain places at universities, colleges and the job market, they also recognised that for many talented students

social inequalities restricted their access to education which would accredit their intellectual capabilities. Hence, New Labour sought to further level the education playing field through making accessible grants for under privileged students in order to gained places in higher performing or private schools in addition to providing individual support for students through IEPs. New Labour also developed Alternative Curriculum opportunities to enable students to gain qualifications, which (as pointed out earlier) had equal value to GCSEs in terms of school league table points. The Alternative Curriculum opportunities provided at BCC provide the context for this thesis.

Colleges would be obliged to recognise the qualifications as equivalent to GCSEs and accept the students onto otherwise inaccessible college courses.

The Alternative Curriculum agenda now focused broadly on helping students;

- a) Who were becoming disengaged from formal classroom based lessons and needed alternative approaches to learning in order to meet the required benchmark of attaining five GCSEs grade A*-C
- b) Who needed additional GCSEs in order to increase their tally of GCSEs and subsequently points gained overall, which in turn raised the school's position on the national league tables.

It is in the context of helping students who had become disengaged from formal classroom learning in a comprehensive secondary school in the South East of England that this thesis is located whereby my role was to create opportunity for the students to gain a GCSE equivalent qualification in order to meet the benchmark requirement of five GCSEs grade A* -C.

Chapter One

The Context, Research Population, Issues Identified and Initial Intervention

This chapter presents my professional and personal trajectory leading to, and emerging from my appointment as manager of the research site for this thesis, Bridgeworth Youth Wing (BYW). I then present the relationship between BYW and Bridgeworth Community college (BCC) on whose site BYW is located. I explain the development and aims of an educational course, CoPE (Certificate of Personal Effectiveness), delivered at BYW by me, the researcher. I present the perceived (by BCC) social and academic status of the students attending this course as those at the margins of mainstream behavioural and academic expectations and who were also at risk of academic and school exclusion. The expectations of BCC and West Sussex Youth Service (WSYS), in relation to my role as youth worker delivering CoPE are presented.

A student cohort attending CoPE are identified as the primary research population for this thesis. The students' conceptual understanding of teamwork is identified as being at odds with the CoPE conceptual understanding of teamwork. This conflict is explored and the students' restricted access to the CoPE conceptual language of teamwork is made problematic.

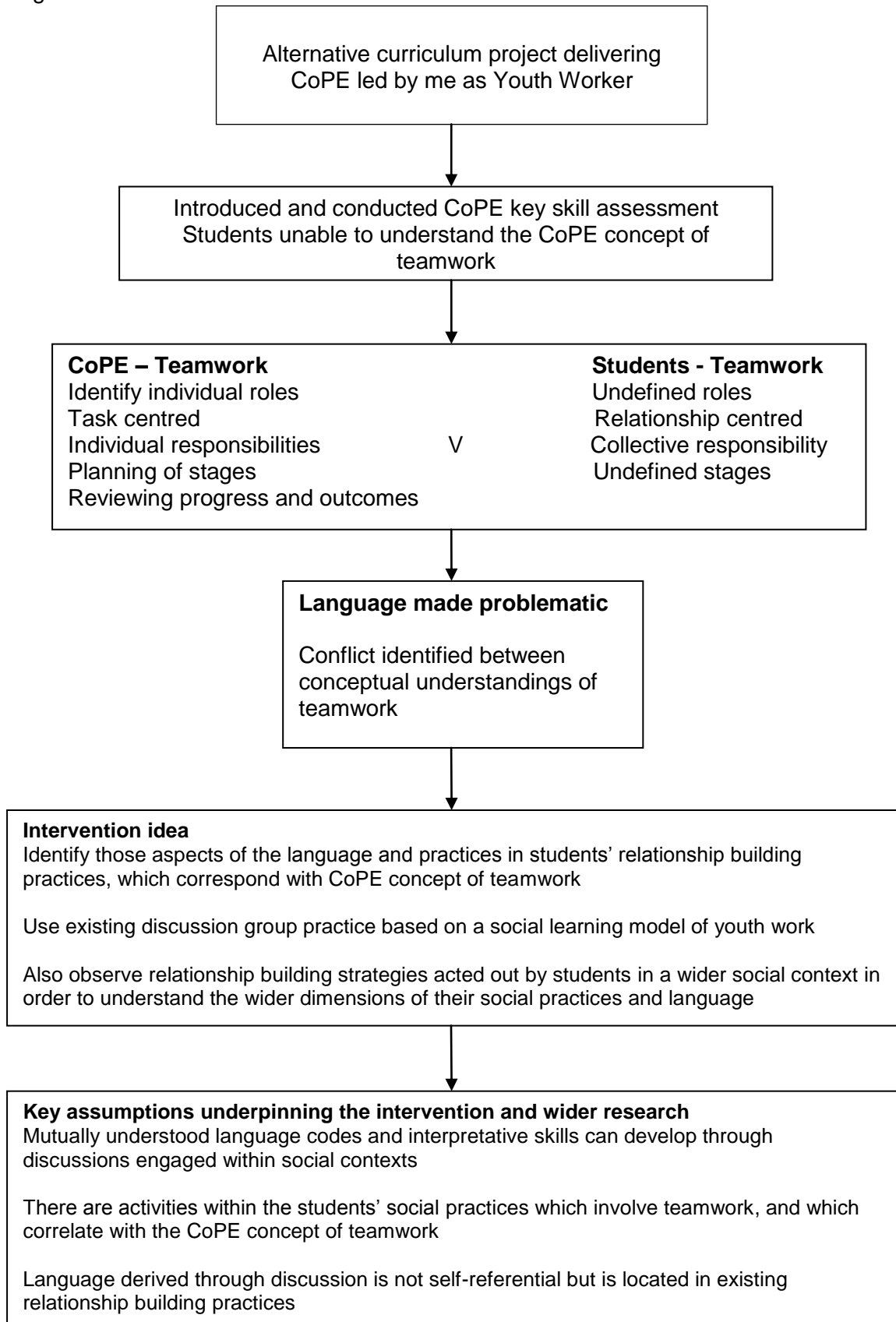
The aim of this research project then emerges, which is to produce collaboratively derived knowledge in order to make the students' social practice and conceptual language suitable for use to access the CoPE GCSE and support post-secondary work placements, or FE courses.

This research further aims to develop a model of language, which facilitates translation of codes in order for the students to meet the CoPE key skills standards. It is the students' practice and how they construct and conceptualise reality through language which is the primary focus for this research project.

In order to achieve this aim I present an intervention as an exploratory piece of research. I discuss the concept of social learning as an underlying approach to carrying out the exploratory research. Finally I present key underlying assumptions guiding the research and methodology for the whole thesis. I then discuss the implications of these assumptions in relation to the methodological approach.

I have presented a diagram below in order to contextualise the work and explain how various ideas I present in this chapter fit together to solve the problem.

Fig 2.



1) My Professional and Personal Trajectory

For fifteen years since leaving school at the age of sixteen with three GCSEs, I worked as a craft bread baker at various small craft bakeries in the South East of England. In 1999 I decided to develop some skills I had also gained as a part time voluntary youth worker on council estates where I had lived with my wife and two daughters, and left the bakery industry. By 2002, at the age of thirty three I had gained a Bachelor of Arts degree in Youth and Community Work and Applied Theology and took my first post as a statutory youth centre manager for WSCC at BYW. After four years at BYW I had gained a Masters degree in Education studies, which explored informal learning opportunities in a statutory youth club setting. I had also worked closely with the head teacher at BCC, a local MP and the local Police chief inspector to develop a) youth work interventions for students who lived in the surrounding community and b) youth work focused interventions for students who were becoming disengaged with formal learning at BCC. During the initial stages of this doctorate I also qualified as a teacher on the Graduate Teacher Programme, delivered lectures on an emerging pedagogic approach for Centre for Youth Ministry in Oxford and presented a paper as part of a symposium for the Philosophy of Education Society of Great Britain held at New College Oxford. I left BYW in 2007 in order to develop and apply a number of interventions emerging from this thesis to a special (Emotional Behaviour Difficulty) school. I am now the manager of a unit for educationally disengaged students at a secondary school in Brighton.

The relevance of this trajectory to supporting the account of this research is in the dynamic between my professional practice and the generation of research issues specifically located in the construction of identity. In chapter two I explain that identity is a reflexively engaged project constructed between significant others. The reader therefore needs to understand my narrative, its relevance to the students in terms of my professional assumptions, the level of engagement I have with the students and the position I have within the organisational context of BCC. When reading chapter two the reader will understand some of the research issues I need to consider in relation to my professional practice.

2) The Research Context

The site for this research, BCC is a secondary school built in the 1960's and located on the border between Sompting and Lancing in West Sussex. The school roll consists of approximately one thousand students aged between twelve to sixteen years. BCC also has a sixth form centrally located on the site with a role of approximately two hundred

students aged between sixteen and eighteen years. BCC received specialist arts status in 2003 and has a new performing arts building which includes recording and dance studios located on the perimeters of the site. This status has been much publicised and has helped offer a focus for the College and local community through difficult times encountered, as it entered special measures after an OFSTED inspection in 2002. However, since the new Head teacher was instated in 2002 and introduced some restructuring, the school moved out of special measures in 2004 to gain an OFSTED grade of Good overall, in November 2006. The restructuring is evidenced through the following:

- 1) Streaming of classes based on academic ability.
- 2) Increased behaviour and progress reports with less tolerance of deviation, but increased access to re-entry to school if excluded through focusing on restoring relationships.
- 3) Flattening the management hierarchy, enabling more teaching staff to have greater access to relationships with students and allowing management personnel the opportunity to experience day to day issues face to face with teachers or students.
- 4) Increased opportunities for students in lower academic sets to achieve skills in vocational or practical focused learning opportunities either on or off site.
- 5) Installation of 400 personal computers with broadband internet access and personalised access codes and accounts for each student.

Since the restructuring process the level of attainment of Government targets of five GCSEs at grade A* - C by students leaving BCC increased from twenty eight to thirty five percent in 2006, but fell short of the Government expectations of forty percent. The Head teacher, a growing number of teachers and me wanted to help the students increase their tally of GCSEs to meet the Government targets but we also wanted to provide the students with GCSEs, which would also help train them to access FE courses suited to their needs or enable them to gain and sustain employment locally post sixteen years. In an attempt to provide a wider range of useful (to employers and students) skills and certificates showing attainment of these skills the Head teacher supported the development of a wider curriculum programme. The wider curriculum programme aimed to accredit holistic learning such as interpersonal, teamwork, communication, cognitive and social skills attainment. It also aimed to embrace learning environments which recognised a holistic embodiment of these skills. One such programme, which provided the context for CoPE and this research, was developed in partnership with WSYS at BYW.

3) BYW the Context

BYW is a West Sussex County Council (WSCC) owned single floor building provision measuring approximately 60' x 60' and based on BCC school site. BYW was built at the same time as the school and is currently run by WSYS. I was the full time youth worker and centre manager for BYW. During the initial stages of the research I was not qualified as a teacher, but had recently gained an MA in education studies for which I had carried out the research with students attending the BYW site. At the beginning of this doctoral research I had been in post five years and delivered the WSYS curriculum with a team of seven part-time youth work staff. The requirements of the post were to develop a working partnership with BCC and to support the students' social education. Social education is defined as

the conscious attempt to help people gain for themselves, the knowledge, feelings and skills necessary to meet their own and others developmental needs. (Smith 1982: 24)

The social education was available to students aged twelve to eighteen years and is delivered through an informal, as opposed to formal education structure. The term informal education means education delivered in a relaxed environment through which traditionally, in the youth wing, the primary medium of delivery is dialogue within established relationships between staff and students. BYW also provides many club sessions during and out of the school term.

4) The Developing Programme

As a part of the working partnership agreement between BCC and BYW, BCC annually identifies students who are coming to the end of year nine and are predicted likely to gain no more than two GCSE's grade C or above by the end of year eleven. These students are offered the opportunity to attend BYW as part of the developing wider curriculum programme. As well as having predicted grades lower than expected levels, the students experience difficulty in engaging with formal classroom teaching activities and have either been excluded regularly from classroom teaching sessions, or remain present but disengaged from formal learning opportunities. They are viewed by BCC SENCO as being on the margins of behavioural and academic expectations. The students attend BYW for one morning per week to help prepare them holistically, through a course delivered there, for FE or work after year eleven. Until January 2007 The Princes Trust XL club was the accredited course facilitating this preparation. Students would attend for two academic years and work towards the Gold award,

which although not a GCSE, evidenced the student's ability to work at grade C GCSE in the key skills of working with others in a team, improving your own learning and problem solving.

However, during a discussion in November 2006 regarding the non-GCSE qualification status of the course, a new cohort of fourteen year ten students who had been attending the course since September 2006 said they preferred to gain a GCSE status award. They did not want to change the informal and practical nature of the course though, because they said they enjoyed and felt comfortable with this approach to learning (Appendix One: XL / CoPE Club Session Format). Along with the BCC personnel, I subsequently explored suitable alternatives and registered BCC as a CoPE (Certificate of Personal Effectiveness) delivery centre in January 2007 for which I was the lead educator delivering the course. CoPE gains either forty six UCAS points at level two (grade B GCSE) or twenty three UCAS points at level one (grade E GCSE). As CoPE uses the same paperwork and a similar course format to Princes Trust, a transition was not perceived by me or BCC teaching staff as unachievable to the students.

5) **Delivering CoPE**

When discussing with the students the levels they could attain through CoPE they all said they wished to gain level two (Grade B), because they said this attainment would make them feel equal to their peers in the school. They said this would help reduce their feelings of being academically *stupid* or *thick*. They deemed grade E an unacceptable option. Being aware of each individual's cognitive and interpersonal skills assessments I suggested each student would need considerably more support than they were currently receiving to attain this goal. I explained they would also need to focus more on developing their conceptual understanding and completing assessment paperwork in order to meet CoPE standards, rather than focusing primarily on gathering evidence of working in a team, which they were currently doing in order to gain the Princes Trust award. The CPE concept of teamwork is presented in section six of this chapter. I explained to the students that, based on their current conceptual understanding of the key skills, some might find developing conceptual understanding of the key skills and completing the assessment paperwork at grade B problematic. However, all argued they wanted to attain the higher level CoPE award.

My staff member, the students and I discussed and agreed that staff would help the students work towards attaining level two (Grade B) for four months and then re-assess

how each student was developing in terms of their conceptual understanding. I had assumed that, through increasing teacher support with one-to-one discussions, facilitating regular small group talks about progress and making accessible four computers in order to type rather than hand write assessment sheets, conceptual understanding could be developed at level two. Each student was set a goal to achieve three of a required six key skill assessments, completed at the required level by June 2007. Attainment would be monitored weekly. Students consistently not meeting level two (Grade B) standards by June 2007 would be invited to discuss the following possibilities with their parents and me:

- Transfer the work completed by cutting and pasting the typed responses onto the alternative paper work at grade E.
- Continue working towards achieving the same level work, but reduce the amount by half to gain the Princes Trust silver award by the end of year two.

Hence, the group transferred to CoPE in January 2007 after preparatory staff training and discussions with the students plotting our starting point from our current position on the Princes Trust course.

6) Issues Encountered

During the first hour of each of the first two sessions in January 2007 I explained how the CoPE assessment plan and review sheets (PDRs) needed to be filled in in order to meet the standards for the first of the six key skills at grade B (Appendix Two). This unit, based around working with others in a team, required initial written planning then the carrying out of an activity. The CoPE standards, which guide moderators in their marking and students in the completing of the PDRs, state

‘This unit is about the individual developing and demonstrating skills in working co-operatively with others. The candidate does this by being clear about the objectives the team or group is working towards, *identifying his/her own role within the group task*, planning and carrying out the work, supporting others, reviewing outcomes and suggesting ways of improving work with others’ (ASDAN 2008: 23).

The activity had already been carried out as part of the Princes Trust award scheme in December. The activity chosen was to work in groups of three to four students to develop and market a product to sell in BYW café. The product was either a

milkshake, or smoothie. Through engaging in this activity the skill of working together with others in a team is developed and reflected on. The activity plans, intermediate learning review and final review sheets had already been completed by each student at Princes Trust silver level, but now needed editing to include more detail in order to reflect individualised critical thinking to attain the CoPE grade B level award.

In order to explain the knowledge and language requirements of the plan, do and review sheets I downloaded the templates from the ASDAN (Award Scheme Development and Accreditation Network) website onto a laptop computer. I initially projected the plan sheet onto a large screen for all the students to see. Together the students, my staff member and I discussed answers to each question on the plan sheet in relation to the roles they played within the team activity carried out in December. One student typed in the agreed information and created a plan for making a smoothie, or milk-shake. In order to help the students experience and remember the process of co-operatively working to carry out the activity, so they could reflect on their experiences then complete the do and review sheets the following week, they once again made the milkshakes and smoothies.

The following week I took the above discussion approach in order to help the students understand the requirements for completing the do and review sheets and record their conceptual learning. Hence, I thought revisiting the plan and do stages of the paperwork ought not to have been problematic in terms of remembering and recording the experiences and the concept of teamwork I had previously helped them understand in December. However, two difficulties were immediately encountered:

1. Even though a plan had been devised, many of the students seemed unable to define the stages they had encountered during the process of working in a team. Neither could they identify specific jobs each person had done. They could not define any roles played by any individual in the group during the activity at any stage. When completing the do sheet and reflecting on the process of visiting a shop, trying milk shakes, agreeing their own recipe then making one in BYW each student needed to answer the question what jobs / tasks did you do? (e.g to meet your responsibilities?) (Appendix Two: Line 31), A typical answer was "mixed the ingredients and washed up." There was no reflection on the processes involved in visiting a shop, taking photographs, working out prices and carrying out discussions in order to agree their own recipe. Summaries were the norm leaving the reader to assume the details. However, detail explaining the precise roles of each student

and jobs carried out is needed to evidence conceptual understanding in order to gain the grade B CoPE award.

2. Many of the group commented that developing a product was pointless and meant nothing to them in terms of gaining jobs or FE placements. I explained that teamwork and co-operation is necessary to maintain future family life and jobs. The students said this concept made sense but making milkshakes and smoothies didn't help them achieve these skills. The task appeared to be at odds with their understanding of teamwork and co-operation.

From this point the students lost concentration filling in the intermediate do sheet and started joking with each other. This behaviour reflected a phenomenon explored in previous MA (Edwards 2006) research findings where, in the event of the students being anxious through finding learning inaccessible, they turn to joking as a means of relieving tension and regaining the feeling of being comfortable with themselves. Hence, I asked them to trust me that doing this task would help them develop the required skills even though they couldn't conceptualise it at present. Each said they would trust my experience, and then subsequently attempted to engage the discussion.

7) Problematising Language

Looking closer at the issue, the concept of teamwork whereby each group member had agreed roles and responsibilities, and the project was to be understood as completing a process of related tasks (See section six for definition), did not appear part of the students' understanding of teamwork (Appendix Two: Lines 19, 21 and 31). For example, to the question I posed, "What did you do to help the group develop and market the product?" many said to me, then wrote "washed up, made the milkshake." Surely not all could have completed only this role because no-one would then have worked out the costs, visited the drinks outlet in Brighton or made sure the food hygiene standards were of a standard to sell the product safely. However, I was aware I may not have reminded the students of these other jobs and processes so did. When the processes and jobs were pointed out the students agreed they had been engaged, but returned to summarising only the making of the milkshakes or smoothies. All the students' summaries were written in an abbreviated language form leaving the reader to assume the meaning of the sentences. Each sentence also made frequent use of conjunctions such as 'cos, then, and but. Hence, much discussion was required to help the students elaborate their summaries.

When reflecting on the above recordings I noted three key underlying issues. When attempting to record their understanding of teamwork and the roles each had taken within the activity the students were unable to understand the CoPE concept of process as being constituted by defined sequential events (Lines 23-25 and Lines 33-36). CoPE standards (2008: 23) emphasise the need for each student to ‘... meet his/her own responsibilities for obtaining the resources needed, completing tasks on time and carrying out tasks safely.’

The students were unable to define their collaboratively engaged process using language, which the review sheets use to define the concept of teamwork. For example ‘What did you do to help the team work together? (e.g anticipate the needs of others for information and support)’ (Appendix Two: Line 35). The students could neither understand the CoPE guidelines the staff referred to in order to show them how to complete the review sheets. The guidelines stated the students needed to evidence ‘working towards shared objectives that can only be achieved effectively through their joint efforts’ (2008: 23).

Finally the students could not understand the language framework which expressed the CoPE conceptual understanding of teamwork. For example the language such as ‘improving the way you work in a team and ‘went well/not so working in a team’ (Lines 38, 39 and 41).

8) An Intervention Strategy

A staff member and I discussed the issues and developed an intervention strategy whereby we would help the students develop a mutual (between them and us) language framework through which conceptual understanding of, and language required to complete, the CoPE key skill could be accessed. I decided that we would develop an intervention using discussion as a vehicle where the students and I would talk frequently about their social lives and experiences both inside and outside school. The assumption being that discussions held with students during formal learning periods would help me understand their social practices inside and outside the organisational context of BYW, identify processes within their practice which correspond with the CoPE concept of teamwork and explore their language frameworks and concepts they used to describe what I had identified as teamwork. Teamwork, I assumed, was already part of their social practices but not necessarily interpreted using the same conceptual language as CoPE. Through talking the students and I would develop a mutual language framework through which they might

interpret the CoPE concept of teamwork I had identified in their practice using CoPE language. They could then understand the requirements for the PDRs. Thus, through the intervention their learning could be made meaningful to them and theoretically develop a model of knowledge production, which legitimised their language. I would enable them to translate their language (signifying what I identified as teamwork) into CoPE language in order to gain the award.

9) A Youth work Approach: The Concept of Social Learning

Informal discussions already incorporated into weekly CoPE session plans were viewed as a valuable source of support to the students because the discussions offered them access to staff values and valuable life experiences. Staff life experience was deemed valuable because students' restricted access to the mainstream school curriculum or restricted access to life skills training through fractured relationships at home increasingly led them to look to us for guidance

the importance of mine and my staff's relationships with each student and group of students cannot be under-estimated. These relationships offer access to life experiences of trusted adults, which facilitates value transference and subsequently helps them achieve the lives they want as adults. (Edwards 2006: 68)

Taking the established informal discussions a step further and developing them into the above discourse intervention, in order to develop them as primary vehicles for developing knowledge and conceptual understanding seemed logical. I assumed the students would be willing to engage in discussions about their social and private lives such that we could discuss their existing knowledge and conceptual understanding within them. Hence, interpretative skills and knowledge of linguistic codes required to gain grade B would develop through dialogue.

10) Exploratory Research in a Wider Context

A key limitation of the discourse intervention was the difference in levels of relationships my staff and I had with each student. Therefore, research was necessary to explore the students' relationship building strategies in a wider context in order for me to explore how my staff and my roles were understood by the students within those strategies. I assumed social practice and linguistic codes identified in a wider social sphere would also be represented within CoPE discussions. Findings would help my staff and I understand where we were strategically located within the students'

relationship building strategies in the CoPE sessions and discourse intervention. From these findings I could develop further interventions located within specific areas of the students' relationship building strategies in order to create a context within which staff could develop relationships with them and explore further pathways to learning.

11) Key Underlying Assumptions and Their Implications On a Methodology

I will now discuss the assumptions the above research and specifically, the discourse intervention made. These key assumptions inform the methodological approach taken in chapter one.

As presented, the intervention strategy is informed by the assumption that mutually understood language codes and interpretative skills can develop through discourse engaged within social contexts. This assumption is informed by a further assumption that there were activities engaged within the students' social practices which involve teamwork, as conceptualised by CoPE. Therefore understanding of the CoPE concept of teamwork was restricted through being unable to access the CoPE language. Hence once the concept of teamwork activities was identified within the students' practices and the students' interpretative frameworks for these practices understood, I assumed that through engaging the discourse intervention our mutually derived language codes would provide an accessible language framework through which the students could understand the conceptual language required to meet the CoPE standards. I could then help the students develop interpretative skills in order to complete the assessment sheets. This approach further assumed language derived through discussion is not self referential but is located in existing practice. The students have teamwork skills but cannot signify them in CoPE language, which restricts the usefulness of this knowledge.

This research project therefore aims to produce collaboratively derived knowledge in order to make the students' social practice and conceptual language suitable for use to access the CoPE GCSE and support post secondary work placements of FE courses.

The research aims to develop a model of language which facilitates translation of codes through development of interpretative skills in order to meet the CoPE key skills standards. Thus, it is the students' practice and how they construct and conceptualise reality through language which is the primary focus for this research project.

Chapter Two

Methodology

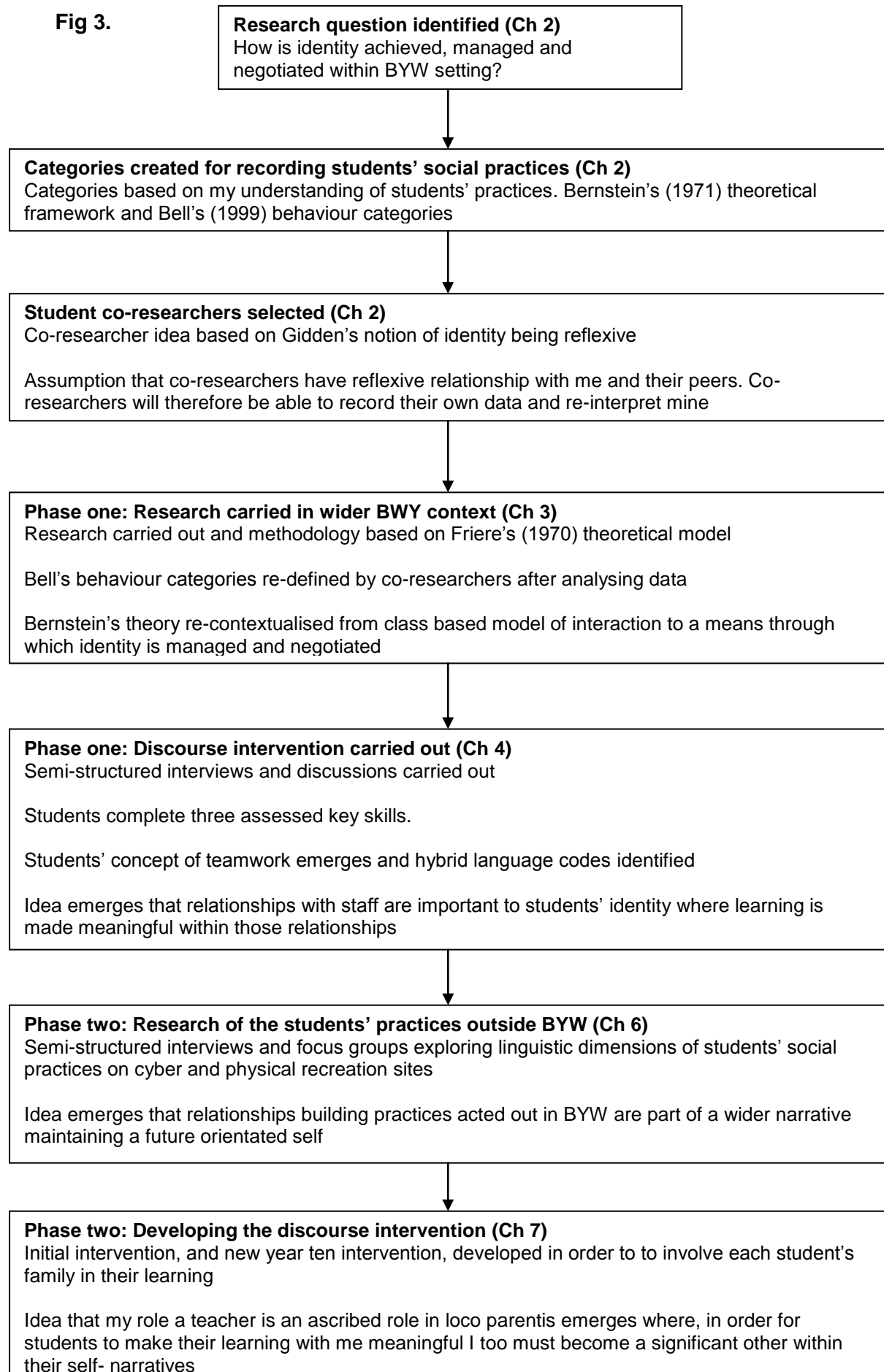
In the first section of chapter two I explain my epistemological and ontological viewpoint and how they inform my methodological approach. I draw on Taylor (1989) and Giddens (1991) to argue that a self out there, an original self from which one has somehow departed or fallen, is no longer a viable proposition. The self is an ever becoming, reflexively and collaboratively produced project. The genesis of a reflexive methodological approach emerges from this epistemological and ontological platform. I then develop the reflexive methodological approach further in order to identify initial research questions. This section then describes the research strategy and methods employed to gather data and analyse data in order to answer these questions.

In the second section of this chapter I draw on Freire (1972) and his notion of liberation education in order to illuminate my epistemological claims. However, the concept of liberation is not implied as a moment or an achievement. I present the concept of 'liberation' as a social process within which Giddens' notion of a 'becoming' and 'reflexive self-identity' and Friere's notion of 'liberation' refer to the same socio-political processes of successful 'becoming' within the historical situation that is the research context.

The chapter then reflects on the difficulties and ethical considerations involved when employing these methods and strategies to carry out the wider research and CoPE discourse intervention.

I have presented a flow diagram overleaf in order to summarise the empirical research carried out in this thesis emerging from this methodology chapter. The diagram illustrates what each piece of research does and ideas that emerge from each piece of research.

Fig 3.



1) Exploring a Methodological Approach

It is clear, given the final section of the previous chapter exploring the underlying assumptions of the interventions and wider research strategy, that I have not embraced the notion of a correct language. That is, where an externally and politically legitimised real is used as a guide to explore the students' practice, then locating activities pertaining to that correctness. I have rather embraced the notion of language as culturally and collaboratively derived. Essentially, to take the view of there being a 'correct language' and apply it to a methodological approach would logically make the students' language illegitimate and subsequently erase their identity. This is because a further underlying assumption informs the intervention strategy and wider research, that identity and the self are located within the context of a social practice within which the self is constructed and maintained through that mutually understood discourse. Therefore if when researching the students, their practice and language were to be viewed through a politically constructed real signified through legitimised language codes or concepts, it would not offer a framework through which to present their perception of reality or their identities. It would rather erase their identity, or at least restrict their access to identity construction through those politically perceived legitimate forms of language.

The research approach presented in this chapter rather assumes that conceptual understanding and knowledge of the CoPE concept of teamwork and other key skills can be derived through reflexive engagement. This enhances the students' capacity to create reality and give them self confidence within that creation and essentially support their self-construction. It gives them the ability to understand themselves through CoPE, and the key skills such as teamwork, in order to make that key skill learning useful in their practice and gain a certificated outcome. This approach takes the view of the researcher as traveller, which according to Dunne, Pryor and Yates "(...) implies a different model of research where the presence of the researcher is integral to the events being investigated" (2005: 15).

Where language is viewed in the intervention as a cultural tool, it is also viewed as a medium through which each student's identity and being is engaged with significant other peers and adults. Thus, in constructing the reality of their social practice their own identity is critically and intrinsically inseparable from that discourse and knowledge production. Knowledge of the self, the world around and practice are therefore holistically connected. Hence my role as researcher, when engaging the students' practice and discussing reality with them becomes not only a critical part of the

research project, but also their identities. My practice when engaged with theirs is inseparable from a shared real and collaboratively produced knowledge and identity formation. This role is explored in detail later in this chapter and is constantly reflected on throughout the thesis.

2) An Ontological Perspective

Ontology refers to the nature of being, to how things are in themselves. For the researcher this translates into the question, what is the nature of the social? (Dunne, Pryor and Yates 2005: 14)

In terms of an ontological perspective informing the methodological approach and the assumptions it embraces, this has also developed over the two years leading to this project and is constantly being revised in the light of the emerging framework illuminated within this research. As previously explained, prior to this research I carried out a number of action research projects for an MA in the same context of BYW. The social practice of a number of students attending the youth wing over that period was the focus of the research. It explored various aspects of how they construct their social worlds and identities. From this research and the analysis I developed an understanding of the nature of their social reality as managed and negotiated through reflexive relationships engaged in mutually supported identity development. I explored various notions of the nature of the social, and critically analysed my own ontological perspective, which was initially informed by local government WSYS positivistic stance.

However, the students' practice did not reflect that perspective so I explored various other ontological perspectives in search of an off the shelf framework to guide and inform the research. I explored constructionist, objectivist and subjectivist ontological perspectives. What emerged from the final dissertation, and is key to this methodology, was an emerging highly reflexive view of the social where the students' practice and construction of reality is developed through externally acting on mutually engaged practice, then subjectively reflecting on that practice and revising that understanding within mutual and collaborative relationships. A reflexive view of the social, Giddens' states, "...refers to the susceptibility of most aspects of social activity, and material relations with nature, to chronic revision in the light of new information or knowledge" (1991: 20).

This reflexivity has emerged as a condition of the students' sociality in the light of what Taylor (1989) refers to as a shift towards a modern view of subjectivism, which now

places sole responsibility for self-determinism on the individual. He states the modern question of identity is located in a post romantic view of an original self to which one aspires to become. However, with the deconstruction of traditional institutions and external reference points located in class and the gradual erosion of trust and practice engaged within nuclear families, the authority of institutions, academics and the natural sciences the question of identity has been radically relocated into the individual. It is now the individual who is solely responsible for their self-determination where one's orientation is found in the Post Romantic period notion of an original self. He argues

...the modern condition of subjectivism ...can be so called ... because it involves a new localisation, whereby we place 'within' the subject what was previously seen as existing, as it were, between knower / agent and world. The self now requires radical reflexivity and is 'defined by the powers of disengaged reason – with its associated ideals of self-responsible freedom and dignity ... (Taylor 1989: 211)

Hence, according to Taylor, meaning and reality have become individualised where full responsibility for ones' actions is placed on the individual, which creates considerable anxiety for them. This anxiety and the affect it has on the individual might be best comprehended through looking further at Giddens and how he understands the construction of the reflexively engaged self project. He states each individual lives in a world of normal appearances which are

...more than just a mutually sustained show of interaction which individuals put on for one another. The routines individuals follow, as their time-space paths criss-cross in the contexts of daily life, constitute that life as 'normal' and predictable'. Normality is managed in fine detail within the textures of social activity; this applies equally to the body and the articulation of the individual's involvements and projects. (1991: 126)

However, these appearances have to be carefully managed and require much effort to sustain. In doing so they develop what he describes as Umwelt, "a core of (accomplished) normalcy with which individuals and groups surround themselves" (1991: 127).

Giddens argues a sense of normalcy and subsequently a trust cocoon, are established when engaging significant others on a routine, daily basis. Knowing who you are in

relation to what he calls reflexively engaged relationships with your consistent surroundings and those consistently engaged others support self-identity formation.

Self-identity is not a distinctive trait, or even a collection of traits, possessed by the individual. It is the *self as reflexively understood by the person in terms of his or her biography*. Identity here still presumes continuity across time and space: but self-identity is such continuity as interpreted reflexively by the agent. (Giddens 1991: 53, original emphasis)

He further explains the best way to describe self-identity is through contrasting it with those whose sense of self is fractured. Time is the continuity of discrete moments, which create a biography or narrative and subsequently support self-identity formation. Therefore, someone experiencing severing of those moments through normalcy being interrupted might experience chronic anxiety and a sense of not knowing who they are any longer and a deep ontological disorientation. If Giddens's notion of self-identity is that of being reflexively engaged in significant others within routines of normalcy supporting Umwelt, then placing sole responsibility on the individual through a modern subjectivism cannot be sustained as it momentarily severs the individual from their biography or narrative. Thus, as Taylor states, this induces acute anxiety.

To seemingly compound this anxiety, the interpretative framework used by those imposing that responsibility paradoxically does not recognise the authenticity of the individual's interpretation of their actions within social contexts. This is because that responsibility and the interpretation of those actions can only be legitimised through a notion of 'correctness' and positivist interpretation of their individualised practice and language. As a result of the pressures of this modern subjectivism and the inherent untenable responsibility for self-determination the self now requires, as Taylor states, a radical reflexivity. Although it could be argued the self has always been in part a social construct, under the conditions of modern subjectivism that construction is under perpetual revision and has necessarily become highly reflexive. One's identity is externally acted upon it is then internally and subjectively reflected and so on. Hence the ontological understanding as to how it is to be human appears to have shifted from the given condition of being human towards the task of being and becoming human.

Section Two: Research Strategy

1) Identifying Research Questions

The above discussion presents the idea of identity being collaboratively produced within meaningful (to the students) relationships. Meaningful relationships, it is assumed, are those relationships within which each individual supports theirs and the other's self projects and manages existential anxieties within the context of perpetual chronic revision identified by Taylor and Giddens. It is therefore necessary to explore these relationships in order to understand how identity is achieved, managed and negotiated within this practice. Hence for the wider research carried out whilst the CoPE discussion intervention was being delivered, and for later exploring the students' relationships within the intervention, the following research question was posed as a guide:

- How is identity achieved, managed and negotiated within the BYW setting?

However, to explore the practice of managing identity a number of further assumptions were made. Given the discussion above that each individual aspires towards the attainment of freedom within collaborative relationships, it is assumed that any relationship engaged will naturally be orientated towards this end. Therefore, the desire to build collaborative relationships will be a significant motivation for their practice and as such will be signified through verbal and non-verbal language codes. In which case, it is these signifiers which need to be explored, which will in turn signify subjective intentions and desires and motivation. Once the intentions are understood these will help me understand how the students conceptualise their language in relation to these intentions. From this point the discussion will be developed according to the findings and further interventions introduced, creating a context within which the students and I can engage specific practices through which we can develop hybrid language codes. These hybrid language codes will help make their knowledge of their practice useful for accreditation in CoPE. The following question helped focus the research further to accomplish this:

- What socialising practice is going on around me, which evidences strategies for relationship building?

Where the question explores the practice that is going on around me, this identified and acknowledged the nature of my role as youth worker within both the formal CoPE sessions and the informal social based sessions. My MA research discussed a comment made by many students within this setting that I am one of them. By this

comment the students explained I am seen as a trusted adult who has useful life skills and knowledge made accessible to them through my relationship with them. The accessibility of my skills and values made accessible within their relationship building strategies makes me one of them, therefore rendering my practice and identity intrinsically and inseparably a part of theirs. Their futures are orientated in part within that relationship and as such the practice engaged around me implicates me as a part of that practice. Indeed, the above discussion also supports this notion as well, where our identities are inseparably linked and being produced within those relationships. Subsequently, the question also explores how my role is acted upon within the BYW and BCC context.

However, being submerged as it were within that practice and their identities as a participant actor, for this research project I needed some external referents to act as a guide to the question and research. This is because although I might understand my practice, my theoretical framework was still developing and did not offer the referents through which to interpret the students' practice in terms of the research question and their relationship with me and my role. However, the students' practice would also not be disassociated from the wider social strata and youth culture. In which case, I could use existing knowledge of their practice as a guide as well as external referents located in the wider theoretical field. If the referents were located within the same theoretical field they would also be relevant in terms of their general assumptions of how identity is achieved, managed and negotiated. Therefore, the external referents would act as a sensitising lens through which I might view their practice and mine, but would not exclude other possibilities and new interpretations. Indeed the referents would also act as a basis for development in the light of interpretation. Subsequently, I devised my own categories for defining the students' practice based on my own understanding of their practices:

- Dialogue accompanying activities that evidence relationship building strategies and appears to support or attempt to maintain the relationship building.
- Accompanying practice, which appears to support or enforce the relationship building activity.
- Medium of communication (body language, verbal, MSN, Mobile phone talk / text).

These categories took into account the nature of language as a holistic construct involving verbal and non-verbal cues as illuminated by my emerging theoretical

framework. However, as stated above they were refined further using Bernstein's (1971) theoretical framework. The final, combined and refined categories then acted as a guide to help define specific practice and language related to relationship building. This is because he argues language is used to mediate meaning within a given relationship context. Where it is assumed relationships, as previously stated, are motivated by the need and desire to develop identity, language signifying this would also serve that end and support relationship building. Language that is, which involves both non-verbal and verbal expressions. He states, "it is necessary to make a distinction between non-verbal expressions of meaning and verbal expressions of meaning in any communication" (1971:28). He further explains

The role of gesture, facial expression, bodily movement, in particular volume and tone of the speaking voice, will be termed 'immediate' or direct expression, whilst the words used will be termed 'mediate' or indirect expression. (1971: 28)

Bernstein had previously used this framework to research what he calls the public and formal modes of language in the working and middle classes. Although it is not the aim of this research to conduct it within specifically defined class distinctions his categories of mediate and immediate expression are a useful tool for defining data collection in this project and therefore used to refine and focus my initial observation categories. To be clear this thesis is not concerned with specific class locations, nevertheless the distinction between mediate and immediate expression is helpful for framing non-class based language use.

Observations of youth wing social sessions and monitoring the intervention both follow the above recording frameworks and guides (Appendix Three: Sample Observation Recording Sheet).

2) Research Methods

Where the research approach assumed my identity was intrinsically and inseparably connected to the students' identity and practice a role of researcher as traveller was taken, as stated on page fifteen of this thesis.

As traveller, I was also participant observer, which intrinsically brings with it difficulties and issues of reliability and validity of data gathered. However, by using observation as a research method it was considered this would help me understand what was going on around me. It would also help me, when later reviewing the observed practice, to

understand how my relationship with the students was being acted upon. Bell (1999) states, this is not an easy option but “once mastered, it is a technique that can often reveal characteristics of groups or individuals which would have been impossible to discover by other means” (1999: 150). She further argues

There are problems with this approach, not least the researcher’s interpretation of what is seen. If three or four people stand at a window overlooking a busy street, observing what is going on for five minutes or so, and then write up what they have seen, the accounts are likely to vary. The observers have their own particular focus (...) (1999: 150)

She points out further criticisms of participant observation such as *going native* with a group and becoming so involved with the observed group that one’s familiarity with the participants may cause the research to overlook aspects of practice which are apparent to the non-participant observer. Given the methodological approach and underlying understanding of the students’ need to develop reflexive relationships with significant others including myself this was a point to be considered. With this in mind, once the categories for observation were devised, I planned to share data taken from initial observations with a group of co-researchers for a collaborative interpretation. This was first, in order to understand how my relationship with the students was being acted upon and help reduce the possibility of overlooking aspects of practice relevant for data collection through possibly going native.

Second, a more profound issue was apparent given the assumed reflexive nature of the students’ practice. It has been discussed that language is derived from within relationships. Therefore language would also derive from within the relationship between the students and me and subsequently a collaborative interpretation was also necessary to facilitate this language. My individual interpretation could not be relied upon as necessarily signifying that collective meaning or intent. Neither would this interpretation be wholly valid because it may not necessarily describe the relationship building strategies it would claim, as they were reflexively acted upon and by definition would need collective interpretation. Similarly, my relationship with the students would not be the same throughout the youth wing sessions and interpretations of their practices might be interpreted slightly differently. Thus, my interpretation also needed to be reflexively considered and open to chronic revision.

Indeed this was precisely the issue raised for which the research was conducted, that language was problematic. Therefore, to produce a collaborative interpretation and

analysis of data findings and help identify as much practice as possible which is relevant to the research focus, ten student co-researchers were co-opted onto the research observations. These co-researchers were already members of a junior leader training programme in the youth wing and had advised my staff and me over the last two years on the development of practice and policy in accordance to their perception of wider members' needs. Thus, a mutual understanding of language was already established in part between the co-researchers and me such that the research aims and observation methods might be mutually understood and carried out by all parties.

3) The Importance of Co-researchers to This Project

Students were invited to join me as co-researchers, because they were not only immersed in their own culture and knowledge production sites, but also in their relationships with me. Acting as junior leaders within the youth wing sessions and having completed a number of related training sessions for that role implied a level of trust already established in terms of the relationships between all actors within that context. Thus facilitating a shared connection between the students and me within their highly reflexive culture through which mutually understood discourse was already developing. Hence, it was imperative rather than optional that this methodological approach was taken, because, given the ontological perspective presented earlier, these students and I had already established some new beginnings and had engaged each other's narratives. Establishing a genesis was therefore unnecessary for the role as co-researchers, although maintaining that shared narrative was. This was because that narrative acted as a context through which to gather information and the co-researchers' interpretative understanding within this project. Furthermore, the conditions within which the social practice of engaging their peers whilst maintaining these connections could be fulfilled, paradoxically became a necessary condition within which the junior leaders could fulfil the role of participant actors as co-researchers. Thus, the narrative story within which each of our futures and new beginnings were being produced became the very conditions through which that shared story, and mutually orientated future, might be explored and acted upon.

Co-opting students as co-researchers is not unique to this project. This approach is promoted as good practice within the statutory and voluntary youth work sector whereby students are encouraged to engage in data gathering, analysis and subsequent implementation of new practices within the political model of that organisational context. Hence, appointing student co-researchers was important for this project because it maintained a synthesis between the contextual relationships within

which the research was to be carried out, and the youth work pedagogy already engaged. A pedagogy and curriculum delivered through WSYS, which has traditionally been informed by the notion of learning as a process rather than an outcome where the process "...is conceived of without necessarily having any predetermined outcomes." (Smith, 2000, cited in Ord 2004: 47). Smith further states

Learning results as a result of the interaction between youth workers (or teachers) and the young people. Understanding is developed out of the process. What is brought to the session is important eg. previous experience, knowledge, as well as what is prepared in advance. But it is the dynamics of the session that are important, in determining the potential for learning. (2000, cited in Ord, 2004: 47)

This philosophical approach was recognised by HMI (1993) in their guidance to Youth Services when a national curriculum for youth work was first being explored. Ord (2004) argues the process model of education has subsequently been central in youth work. WSYS encourages students to engage in the process model through interventions, engaging research projects and, holding positions of influence within their respective youth centres and projects. However, over the last five years WSYS policy has significantly moved towards ensuring those practitioners leading them also present specific targets to which this process must be orientated.

Hence, my methodological approach aims to re-establish the process model and develop it towards a praxis model. This approach alludes to Freire's (1972) notion of a liberation pedagogy whereby those oppressed actors develop means to free themselves and their oppressors from the power structures that hold them in relational tension and conflict. However, the concept of liberation is presented here as a social process within which Giddens' notion of a becoming and reflexive self identity and Friere's notion of liberation refer to the same socio-political processes of successful becoming acted out by the students at BYW.

Friere

4) Liberation Education and Its Epistemological Claims

Freire's pedagogic approach developed through reflecting on his early life in Brazil where his view of the world and education was far from utopian. Born in 1921 into a poor family in the Northwest of Brazil, Freire knew hunger and misery. He attributed his lack of understanding in school to his hunger and subsequent lack of interest in classroom education. He stated in a recorded letter 'My social condition didn't allow me to have an education. Experience showed me once again the relationship between social class and knowledge.' (Gadotti 1994: 5).

After leaving school Freire joined the Social Service of Industry and became educational director of SESI and co-ordinated the work of teachers with families. He soon found however, that,

discussions of abstract concepts, for example the ethical code of the child in Piaget, would not be able to sensitivize a concrete father, who hits his child in a concrete situation. What would help was a discussion of the difficulties of someone who had too little to live on. (Gadotti 1994: 7)

According to Gadotti, Freire noticed idealistic elements in the orientation of teaching pedagogy given to working class students. Freire understood formal educators employed by the ruling elite as illuminating reality but,

The teacher talks about reality as if it were motionless, static, compartmentalised, and predictable. Or else he expounds on a topic completely alien to the existential experience of the students. His task is to "fill" the students with the contents of his narration – contents which are detached from reality, disconnected from the totality that engendered them and could give them significance. Words are emptied of their concreteness and become a hollow, alienated, and alienating verbosity. (Freire 1970: 52)

Although Gadotti's interpretation of Freire is Marxist in its thinking it does present some of the external influences effecting Freire's subsequent move to developing his own pedagogy. To Freire the ruling elite were maintaining a culture of silence as more than 50% of the population were illiterate and had no way of expressing themselves. Freire (1970: 53) describes the teachers' pedagogic approach as a banking system of education through which education becomes an act of depositing communiqués, which are patiently received, memorised and repeated. To Freire the communiqués deposited

through the banking have little or no meaning to the concrete reality of the students who do not live within that cultural reality.

Where WSYS has gradually imposed specific targets onto the process model of youth work the informal educator presents reality as if motionless, fixed and a predictable given. This has become a necessary assumption, which needs to be maintained in order for the informal educator to educate the students in such a way that they meet the targets set. Hence students are educated via informal means towards a pre-agreed concept and perceived common sense view of citizenship set by the ruling bodies. Although I am not presenting this argument in relation to formal education or specific class distinctions in BCC and WSYS I am identifying that approaches to education delivered through WSYS and BCC are similar to the teaching approaches delivered by the ruling elite in Brazil in that reality is viewed as fixed. The teaching approaches delivered through BCC and WSYS negate, or at least restrict knowledge development as a process of enquiry within their establishments. This approach to education asserts overwhelming control over the students where the interests of the oppressors 'lie in "changing the consciousness of the oppressed, not the situation which oppresses them" (Freire 1970: 55).

Drawing this point towards the purpose of this thesis, the CoPE concept of teamwork also advocates a fixed view of reality signified within a perceived 'correct' language code. The reason teachers deliver the CoPE award at BCC is to support the skills development of students who are marginalised from main stream schooling in order for them to gain jobs, or further education, post-secondary school. However, the CoPE PDRs and final assessment of teamwork activities negate the knowledge of the students' lived experience and conceptual understanding emerging from that experience other than that which correlates with the CoPE concept. Freire argues,

Just as it is unacceptable to advocate an education practice that is satisfied with rotating on the axis of "common sense," so neither is an education practice acceptable that sets at naught the "knowledge of living experience" and simply starts out with the educator's systematic cognition. (2004: 47)

He further points out

You never get *there* by starting from *there* you get *there* by starting from *here*. This means, ultimately, that the educator must not be ignorant of,

underestimate, or reject any of the “knowledge of living experience” with which educands come to school. (2004: 47)

Hence in order for the students in this research to engage a learning process with me and, subsequently access the CoPE award, I needed to create a context within which the students were able to illuminate their own experiences located within their concrete reality using concepts and codes they understand. This was necessary because Freire makes the assumption that, by creating conditions for mutual exploration of the students’ concrete realities, the educator then becomes educated and both students and educator journey together towards a mutual goal within reflexive relationships sustained through dialogue. For the purposes of this research the students explained their conceptual understanding of teamwork and I initially helped them develop mutual language codes in order for them to complete the PDRs and gain the GCSE qualification they desired.

5) Developing critical consciousness

Of more significance was the critical consciousness the students gained through codifying and signifying their reality, which in turn enabled them make more informed decisions when faced with opportunities in later life. For example, they would be able to choose to work within places which assume an official view of reality such as schools and could present radical approaches to working with students from within their own cultural view of reality, or they could use the skills they have learnt to start new projects within their communities and support the learning of peers within their conceptual framework. Either way, the students will have developed a critical consciousness of who they are in relation to others in the society within which they live. Essentially, this pedagogic approach created a context within which the students could develop a critical consciousness of the reality in which they lived in order to use this knowledge to transform their lives, society and cultural context.

Freire calls this process conscientization which is ‘conscience of action over reality’ Gadotti’ (1994: 63). Conscientization is the process where, through critical reflection and action (*Praxis*), people become conscious of the reality around them in relation to themselves. Through engaging the process of conscientization Freire argues the students become more human where they can,

engage in relationships with others and with the world. The process would enable these people to experience that world as an objective reality, independent of oneself, capable of being known. (Freire 1970: 3)

To Freire human beings are unfinished projects, 'open beings, involved in a continuous process of representation, interpretation and reshaping of reality' (Schipani 1984: 26). Hence every human has a creative drive towards an ever becoming, future orientated being. Education must not therefore inhibit this drive and creativity but must be authentic. By authentic I mean where education illuminates the concrete reality of the students' worlds through the process of conscientisation, which in turn frees the creative nature of the students' intrinsic humanity. They become more fully human, a process Freire refers to as humanisation.

6) Epistemological Claims

Underlying this approach are key epistemological claims. One claim is that humans need to be approached as the genuine source of knowledge and truth and that we need to have 'plain faith in people (Schipani 1984: 20). Schipani later points out, there is a 'lost humanity that is to be actualized, recaptured or restored' (Schipani 1984: 21). A further claim is that knowledge is not pre-existing and located outside the human form but is acted out and emerges through dialogue and within reflexively engaged relationships (Schipani 1984: 17). Therefore the development of critical consciousness requires dialogue, where 'dialogue is the sealing together of the teacher and the students in the joint act of knowing and re-knowing the object of study' (Freire 2004: 100). Dialogue is not solely the exchange of words but involves the whole person in a social process, an encounter.

the encounter between men, mediated by the world in order to name the world. Hence, dialogue cannot occur between those who want to name the world and those who do not wish this naming – between those who deny other the right to speak their word and those whose right has been denied them. (Freire 1972: 69)

In the teacher / student relationship the object of knowing (i.e. concept of teamwork) is presented between teacher and student (subjects of knowing) and mutually enquired upon. The dialogue approach focuses on exploring the concrete reality and meaning of concepts and objects from the students' perspective. This situates the object of knowledge in the students' knowledge of lived experiences. Once situated, the student

is encouraged to describe and put into words the concept in relation to their experience and, from within this dialogue language codes are devised in order to signify to the teacher the student's words. Thus the students become conscious of their reality and that of the teacher through dialogue and codification of their conceptual understanding. They are becoming known as they signify their existence and have the power to create their own future and becomings. In Freirian terms the students are becoming more human through critical participation in their education

If it is in speaking their word that people, by naming the world, transform it, dialogue imposes itself as the way by which they achieve significance as human beings. (Freire 1972: 69)

Dialogue is praxis, reflection and action where faith in the person with whom one is engaged in dialogue is *a priori*. Dialogue is speech and action, a basic human condition (Arendt 1958) within which actors maintain their basic humanity. Authentic dialogue is a horizontal relationship as opposed to a hierarchical power relationship, where humility between those engaged in dialogue is a prerequisite to mutual naming of the world. The construction of knowledge emerges through being and becoming together in reflexive relationships

To fully engage in conversation, we have to be in a certain frame of mind. We have to be with that person, rather than seeking to act upon them. (...) If we enter conversation with the desire to act upon other participants then we are seeing them as objects – things rather than people. It means we are not able to be fully open to what they are saying. (Jeffs and Smith 2005: 31)

A question is raised at this point, 'in what ways does the conceptual and pedagogical assumptions in CoPE affect dialogic praxis?' In relation to the above Freirian approach CoPE would be viewed as the fixed, un-negotiable reality, which in turn promotes bilingualism as a means to accessing the award for the students in this research.

As pointed out previously the relationships I had already established through dialogue with the co-researchers had created the conditions within which they were illuminating and becoming conscious of their reality. They were also engaging in relationships and dialogue with their peers such that the co-researchers could help me interpret my findings and further understand their peers' social practices. Hence I established the

context for a praxis based methodological approach from the outset of this research, which would enable the students to become bi-lingual.

Ord, whilst commentating on the historical development of a contemporary Youth Service curriculum and its origins in the process model, explains the recent development of the praxis model in its wider context in youth services

This is a development of the process model, which extends the notions of meaning making and developing understanding within the process model and asks questions concerning whose interests are served. The praxis model raises questions of power and oppression (Freire 1972) in both the educational environment and the wider world. There is some resonance here with the work of Foucault (1974), with conceptions of power as knowledge. Praxis extends this and is concerned with what action will be taken asking what will be done as a result of the new found knowledge or skill. (2004: 47)

He further argues

Praxis is integral to the youth work curriculum, as the learning is not abstract but person centred and relevant to how the young people live their lives. Curriculum as praxis relates to action and youth work is about what young people do – their behaviour as well as how they think and feel. (2004: 47)

Hence, reflecting on Ord's notion of a praxis model, inviting junior leaders as co-researchers creates opportunities for new beginnings within the very relationships the praxis model seeks to explore. The research process itself becomes a part of that shared becoming whereby the outcomes develop through mutual discourse and reflection. The co-researchers, as reflexive participant actors in relationship with me, define and influence the outcomes orientated from this process, thus having an authentic voice, not filtered through political models of language or normalising practice.

7) Appointing Co-researchers

To appoint the co-researchers a presentation was made to twenty BYW junior leaders on their club night. They were presented with a short, ten minute verbal presentation, followed by a ten minute discussion and an accompanying typed sheet. This process outlined the reason for doing the research and what was to be accomplished through

the findings. Four of the students initially agreed to act as co-researchers filming observations and fig. 2 shows these four students' status in terms of junior leaders or CoPE members. Six other students joined the co-research cohort over the following two weeks to conduct observations, specifically for the filming of sessions. Although they had not seemed interested at the time of the presentation, when they saw the video camera in operation on the club night sessions or CoPE sessions they asked to take part as co-researchers. Fig. 2 also presents the sessions they carried out research in, which focused on observing relationship building activities and strategies engaged within those sessions.

Fig. 4: Observation Schedule

Name & school yr of Student	Session observed	Date of observation	Relation of Student to session	No. Female observed	No. Male observed
LY (M) yr 10	Yr 8/9 club	17 / 04 / 07	Junior leader in session & CoPE member	5 Same group as HN filmed in diner	3 Same group as HN filmed in diner
LE (M) yr 10	Junior Leaders club	15 / 05 / 07	Trainee junior leader	5	6
HN (F) yr 11	Yr 8/9 club	17 / 04 / 07	Junior leader (senior member) in session	43	38
MD (F) yr 11	Yr 11 Princes Trust xl club	08 / 05 / 07	Club member (ex. Junior leader)	3 (including MD)	6

8) Researching the Students' Practice in the Wider Youth Wing Context

The observations of social practices evidencing relationship building strategies were initially carried out during one of each of the six weekly sessions delivered through the youth wing by overtly filming parts of, rather than the whole sessions. Whole sessions were not filmed because it was difficult to ask one observer to film for two hours. Neither could I manage my staff team and take the role of manager whilst observing. Also, each session provided many opportunities to film different social practices of which many were likely to be viewed as relationship building strategies. Therefore, filming parts of sessions would still provide data relevant to the research question.

Each session was filmed at least once and the year eight and nine club and a lunch club session were filmed twice. These two sessions were filmed once in winter and once in spring in order to see whether there were any immediately noticeable seasonal differences in the use of space in the youth wing. These sessions were chosen for filming twice mainly because the high number of students attending each throughout the year, which would visually show any migration of students. For example, the numbers of students attending varied between seventy and one hundred and ten on a year eight and nine club session. However, in terms of general practice and use of space, it was found there was little difference in terms of the practice observed outside, set activities which change throughout the year, or the space used by each cohort. The main differences observed were students moving outside the main building earlier in the evening during the spring observation sessions than in the observed winter session. There was also lower attendance in the warmer spring sessions. Hence, it made little difference which sessions were observed and analysed for the research in terms of exploring relationship building strategies. Therefore, much of the analysis for the observations has been conducted during the spring observations as they offer the most recently gathered data and are fresh in my memories and those of the co-researchers at the time of analysis.

9) Filming and Audio Recording as an Observation Tool

Once observation was decided as an appropriate tool for data collection and the initial observation sheet and categories devised, the media used for observation needed consideration. Given previous observations of students' practice in BYW used an observation sheet a number of issues were identified which would impact on the current research project if tried again. First, as manager, when sitting with a group of students inevitably they would chat with me and socialise. However, writing observation notes and at times ignoring the students whilst doing so, felt rude and awkward to me and didn't reflect good youth work practice. Furthermore, once the observation was completed and the sheet written on I would often not be able to reflect on the recordings until at least two hours and sometimes a day later. At which time much of the students' practice could not be remembered due to so much other work being done between observing and reflecting on the recordings.

One further issue, which was relevant to this current research, as cited from Bell (1999) earlier, was that my familiarity with the students may well have caused me to overlook some practices which may well seem obvious to other parties. However, a way of observing and recording practices such that I could review them and consider where I

may have overlooked was identified when BYW recently acquired a video camera. Staff and students had recently started filming anyone who wished, to be filmed throughout all the informal sessions. Images of those students being filmed would appear on a large screen through a live feed. This practice was popular with the students and some parts of the filmed sessions during year eight and nine club sessions were also recorded and played back during the end of session discos. The ethical considerations for this media of recording students' social practices are attended to in section eleven of this chapter.

The film acted as a moving back drop to the music and lights. Over a few weeks, students and staff filmed students' social practices during all club sessions. This practice of filming during club sessions became so popular with the students being filmed that the students and staff started filming the more formal CoPE sessions as well. I observed that as the video camera became a part of the students' social practices the camera's presence was being ignored. Significantly few students acknowledged the presence of the camera except on few occasions when they might shy away and put their hand, up blocking the camera lens. At which point the operator would withdraw or delete the recording as requested.

At this stage using the video camera as a tool for recording data for the research project was seen by me as an appropriate method of observation because filming the sessions and playing the images back in real time was now an accepted part of the students' practice during the session times. Taking this approach would enable me to film as participant observer, as an actor who was filming, without having to continually have discussions with the students observed other than through maintaining my established practice. Using this method of observation also provided opportunity for me to reflect on the students' practices with the co-researchers at a later time or date without forgetting the images or focus of what I was observing.

Observation sheets could now be completed in more detail when reviewing the recordings because the images could be paused to allow for this. This method also allowed me to spend time critically analysing distinctions between verbal and non-verbal cues and dialogue within behaviours observed. The co-researchers could also observe the recordings I had made then identify areas I had overlooked as well as helping me revise my observation categories through their own understanding of that practice.

10) Practical Issues Encountered

The observations and data collection focused on exploring strategies which evidence relationship building activities. Observations were carried out in each of the six different weekly sessions run at BYW. Ninety five females were observed and one hundred and eighteen males observed.

Although the video recorder picked up sound and highlighted the visual movement of groups throughout spaces and non-verbal communication much of the sound was indistinguishable due to the amount of people talking at once. That is, except the sounds recorded immediately in front of the camera, which were more distinct. When watching the recording the co-researchers and I had to focus on specific groups or individuals to understand what they were saying. This was due to the large numbers of students in attendance at year eight and nine club sessions in the relatively small space of the youth wing main hall.

Hence, some field notes were made on observation recording sheets to accompany the film immediately after the filming or at least within half an hour of the session ending. On quieter sessions such as the CoPE and junior leader sessions an audio sound recorder was also used to overtly record conversations because small group or individual dialogue could be distinguished within the range it was being picked up. Some of these conversations were then transcribed and used with the video observations during data analysis. Observation recording sheets were only used with these observations to help later with data analysis.

However, placing an audio recorder alongside a video recorder when talking with some of the CoPE students induced anxiety for some of the quieter students. Although we had a strong relationship between us, the video recorder became a distraction for two of the students during a CoPE intervention observed session. The video recorder initially didn't record and one student revealed he didn't really like the idea of being filmed so it was turned off and the recorded evidence deleted. Hence, during this observation only the audio recorder was used to gather data. For the CoPE intervention discussions only audio recorded data was necessary as the research focused more on language concepts and dialogue than the non-verbal cues. Those cues which were observed could be recorded on observation sheets during or immediately after the discussion, as only one or two students were being observed at any time.

11) Ethical considerations

The University of Sussex standards and guidelines on research ethics (2006) were followed throughout the research process alongside National Youth Agency (NYA) National Occupational Standards (2006) for practitioners working with young people, which underpinned WSYS practices. The section below discusses the University of Sussex ethical processes and how these and ethical obligations arising from my professional location at BYW were respected.

Standard 1: Safeguard the interests and rights of those involved or affected by the research. Establish informed consent.

1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8

I considered the well-being of those students involved in the research by taking measures to protect their interests including their identities, recorded practices and confidential disclosures. All names of the students have been presented as pseudonyms in this thesis because the research is localised and many of the students, although willing participants, did not wish their names to be published. Naming them was perceived by the students as posing a future risk to their identities and a possible threat to their current relationships. Conditional anonymity and confidentiality was therefore offered. All audio and video recorded data was stored in a locked cupboard away from the research site during the research process and deleted when the research concluded.

All the students were informed of the research purpose and process through posters displayed at key advertising sites in the youth wing and through me explaining the research purposes and processes in discussions with the students in small groups. Parent consent letters were handed out at the end of club sessions to the students prior to starting the research. WSYS visual images policy, whereby consent had to be obtained prior to taking visual images of students was, at the time of the research, just being introduced throughout WSYS maintained centres and, although parental consent was preferred, student consent for the taking and use of visual images within the physical spaces of BYW was deemed acceptable by my line manager and the head teacher of BCC in the event of their parents not signing a consent form.

In addition to the above process I checked with the Head Teacher at BCC to see if the school staff had obtained parental consent for each student to be photographed.

Where parental consent was not attained, but the parents and students had neither stated they did not wish visual images to be taken of the student, I asked the Head Teacher if he would allow students' verbal or written consent to be used as consent, as BYW site and programmes were viewed by West Sussex County Council as a part of the BCC extended schools provision at the time. Permission was granted verbally by the Head Teacher and during each BYW club session each student was asked for their written, and later, verbal consent prior to being video recorded, audio recorded or observed as a part of the research process. Where a student refused to give written or verbal consent they were neither recorded nor observed. Similarly, where students changed their minds after viewing a recording the recordings were immediately deleted.

The above consent process applied to all the students who were being observed intermittently as a part of the research process. The co-researchers however, as they were involved in the processes of recording and evaluating the data, had the processes of the research explained in more detail during one of their junior leader training sessions. I presented an outline of the research process through a verbal presentation and through further discussion with them. I then invited them to design and collect data with me. If they wished to participate as co-researchers they were then asked to sign a consent form agreeing to their involvement.

1.4

Although no covert research was either proposed or carried out, my research raised issues concerning the boundaries between my role as youth wing manager and researcher. During one incident, after gaining consent from the students concerned, I observed and took written recordings of a group of students playing pool during a lunch session. Whilst I sat observing the students they talked about their game and had conversations with me about various activities they were engaged in during their school day. However, when I then focussed on writing down their practices I could not talk to them and they stopped talking to me. Interrupting the flow of the students' conversation with me appeared to blur the boundaries between my role as youth worker and that of researcher. I subsequently moved away from the students in order to observe the students from a distance without disrupting the flow of their practice. My practice of observing the students from a distance could therefore be interpreted as covert, as new students joining the group would not be immediately aware of my observing the group. Dunne, Pryor and Yates (2005: 62) state,

'A wide ethical divide is often erected between covert observation and observation where the permission of all the actors has been obtained: the former is seen as immoral, the latter acceptable. However, in practice the issues are not so clear cut as they seem. Covert research is sometimes not only a good idea, but is the only type of research available (...)'

In the above situation I maintained the University of Sussex guidelines by discussing the issue with my line manager, the Head Teacher of BCC and my supervisor at University of Sussex. All agreed that, where observing and recording students' practices in this manner allowed for the flow of relationships to be maintained within the setting this was appropriate research practice as long as the findings were fed back to the students. This advice was followed.

Standard 2: Ensure legislative requirements on human rights and data protection have been met.

2.1, 2.2

The Data Protection Act (1998).

In accordance with the eight key principles of the act, data has only been used for the purposes of the research and none has been disclosed to other parties except those data for which consent has been given to do so. For the purposes of this research the data was disclosed to my supervisor, line manager and Head Teacher at BCC but not without prior knowledge or consent of the students. Even though the students had given their prior consent to being observed, once an observation had been conducted the data was shown to the students immediately and the students were given the opportunity to change their minds about whether they would allow the data to be used for the purposes of the research. Once the students had given their consent at this stage the data was analysed and then stored in a locked cupboard away from the site throughout the research process, then destroyed once the research process concluded.

The Children Act (2004)

A key implication of the Children Act, which was considered and is met throughout the research process, is that of ensuring co-operative inter agency working. This consideration ensured the following objectives presented within the Act were met in addition to being met throughout the BYW programme;

Assist the children in their quest to succeed

Help make a contribution – a positive contribution to the lives of children

The key aims of the Act is to ensure that any agency that is aware of mistreatment of a child should make their findings known to other agencies that might have a hand in the protection of a child who would normally go unmonitored. Hence, in accordance with the Data Protection Act and Children Act, I explained to the students being observed prior to carrying out the research process that the information and data gathered was to be shared with Head Teacher at BCC, my line manager at WSYS and my University of Sussex supervisor. This approach was already embedded in my youth work practice and was not therefore seen as an unusual statement to make to the students.

Standard 4: Develop the highest possible standards of research practices including in research design, data collection, storage, analysis, interpretation and reporting.

3.1, 3.2, 3.3

The research design, data collection and analysis were informed by existing literature and the methodology emerging throughout my previous masters' degree and current research.

The ethical dimensions of my methodology are presented in the research strategy (part 2) of this chapter and consider the previously discussed notion of the students engaged in reflexive relationships, within which their identities are managed and collectively acted on in collaboration with significant other actors. Significant other actors are viewed by the students as those actors with whom their identities are being developed collaboratively through dialogue within a shared narrative. Through considering the relationship I had with the students and co-researchers I needed to develop a methodology fit for the purpose of maintaining the students and my existing relationships, but also to gather data in order to understand how those relationships and student identities are managed. This, according to Dunne, Pryor and Yates "(...) implies a different model of research where the presence of the researcher is integral to the events being investigated" (2005: 15). I therefore developed a reflexive methodology, which involved becoming a participant observer within the students' practices. Hence I asked a number of the junior leaders to join me as co-researchers in order to help me interpret data.

However, an ethical issue emerged where informed consent became difficult to negotiate. Although my initial research question explored the relationship building strategies among the students in BYW, the filters I was using to make sense of those

strategies were theories of identity and language construction. All the students gave consent for me to observe their practice in order to understand their relationship building strategies but did not understand, or, lost interest in the explanation (when I described in more detail how I would use and interpret the data). This was in part due to the nature of the BYW site and youth work practice, which followed an accepted norm not to talk about theories or theoretical issues. Relationships developed between staff and students focused on working with students to address their social needs and aspirations through informal discussions and group contexts rather than through considering theoretical ideas. Also, I had no idea what the data would illuminate from the observations and how this would inform strategies for working with the students because strategies would emerge as the process developed.

Dunne, Pryor and Yates (2005: 63) explain a similar situation in their research whereby the students whom they were researching gave their informed consent to be observed. The students were informed that the researcher would observe and record interactions made within their group-work activities. The students agreed to this. However, what was not explained to the students was that,

‘(...) gender issues were the filter that I was using to make sense of the group-work interactions. My data collection was about children’s interaction in group-work, but my research was about gender, because theories of gender led the way that I analysed those data, and ultimately the story they told would be about gender.’

Hence I explained to all the students that I wanted to observe their practices in order to help me understand how they act towards one another. I explained that this would help me understand how to develop some of the activities delivered in BYW in the future. I explained the purposes of the research in more detail to the co-researchers, as they and I were participant researchers in the same process and they were part of the team who developed the BYW programme. I explained the reflexive process of analysing data and refocusing the research based on our collective interpretation at the end of each stage. I have presented the initial stage of the research and how the data collected was used to address the initial research question in part twelve of this chapter and in phase one of chapter three.

3.6

There were no plans made for the archiving of data because the data were not held for longer than the purposes of the research. The data was only needed for the duration

and purposes of the research in order to develop the reflexive methodological process and subsequently an emerging theoretical framework. Hence data were obsolete once they were analysed and interpreted.

Standard 5: Consider the consequences of your work or its misuse for those you study and other interested parties.

4.1, 4.4

The short and long term consequences of the research have been considered from the different perspectives of the participants, researchers and policy makers where the research is a part of the participants' learning and intrinsic to youth work practices employed at the time of the research. The research and findings were therefore of benefit to a range of professionals working with students at the margins of classroom exclusion in schools. Those professionals for whom the research findings will be of most benefit are the Head Teacher and colleagues working with me in partnership at BCC and BYW. Further benefit will be for the current and future student cohorts for whom youth work and teaching practices emerging from this research support at the margins of classroom exclusion.

Time spent discussing any issues arising from the effects of the research on institutions or individuals, was incorporated into the research methodology and design. Where the methodology is a reflexive process, the students being observed as participant actors and co-researchers were invited to discuss and negotiate how the effects of the research might be addressed in relation to supporting their strategies for building and maintaining relationships within BYW and with significant other actors outside the physical boundaries of the BYW site.

4.2, 4.3

There were no costs incurred to the participants nor institutions involved in the research. Therefore no compensation was required. Neither was their need for support services as no unsettling effects of the research were identified.

Standard 6: Ensure appropriate external professional ethical committee approval is granted where relevant.

5.1, 5.2, 5.3, 5.4, 5.5

The research proposal was presented independently to my line manager and the Head Teacher at BCC in order to seek clearance to carry out the research. I also presented an outline of the research proposal to the Principal Youth Officer for WSYS. All the

above personnel were invited to comment on the proposal and were satisfied the proposal met the ethical requirements for my post and supported the ongoing development of the BYW programme and youth work curriculum at the time. There were no sensitive ethical issues raised and the WSYS guidelines for attaining parental and student consent for use of visual images and carrying out the research were followed.

The approval and conduct of the research (2007 - 2009) followed the relevant ethical guidelines in place for the University of Sussex at that time, although I recognise that revised ethical codes have been instituted at the University of Sussex since then.

12) Developing Categories for Data Presentation

For each piece of research carried out by me using the video camera, the co-researchers carried out similar research as near to that time as possible. They had, as discussed above, already been briefed on the observation categories and research question. The students and I used the same data recording sheet format alongside the video camera when carrying out observations during each of the sessions identified in the table presented earlier. However, the co-researchers were asked to record what they defined as relationship building behaviours and strategies, on the understanding their perception might differ from mine. This observation practice was consistent throughout the research period.

Once data had been gathered it was first analysed using Bell's (1999) behaviour categories. Bell initially presents the Flanders system as one of the best known methods of classifying behaviours, but then points out its complexity and the difficulties inherent in observing and categorising every three seconds of recorded data. However, she develops this point by presenting a later revised set of behaviour categories devised by the Huthwaite Research Group. Thus, it was these six categories which were initially used to categorise the relationship building strategies observed within the recorded data. However, although Bell points out these categories were initially devised for studying management skills and used in observations of meetings, they appeared suitable as an initial guide. This was because they partly coincided with my initial informal analysis.

Once I had categorised the recorded observations using my own perception of relationship building strategies developed from observation, the same recorded data was then shown to the co-researchers and Bell's behaviour categories explained to

them. The co-researchers observed the recorded data and observation sheet including data pertaining to Bernstein's language codes. Bernstein's language codes are discussed in chapter three. They then revised and refined Bell's behaviour categories and my interpretation of the data according to their own interpretations. These revised categories were then used to carry out further observations within the intervention and further research throughout the project and used extensively to analyse data gathered. The findings for this initial stage and detailed explanations of the categories and how they relate to relationship building strategies and language codes in the observed practice are presented in tables one to four in the next chapter. Figs. 5 and 6 show categories presented by Bell and a summary of those revised categories based on Bell's framework used for the purposes of this research.

Fig. 5: Bell's Categories

Behaviour	Description
Proposing	A behaviour which puts forward a new concept, suggestion or course of action
Supporting	A behaviour which involves a conscious and direct declaration of support or agreement with another person or his or her concepts
Disagreeing	A behaviour which involves a conscious and direct declaration of difference of opinion, or criticism of another person's concepts
Giving info.	A behaviour which offers facts, opinions or clarification from another individual or individuals
Seeking info.	A behaviour which seeks facts, opinions or clarification from another individual or individuals
Building	A behaviour which extends or develops a proposal which has been made by another person

Fig. 6: Revised Categories

Behaviour	Description
Building	A behaviour which involves two or more students pulling together to overcome a situation or complete a task i.e. Choosing which outfit to wear before a club session
Maintaining	A behaviour which allows freedom of expression of peers within a group of friends where body language is presented as open and relaxed i.e. Chatting with mates or socialising
Protecting	A behaviour which exhibits assertive claiming of social space by a person or persons towards peers such that they affirm themselves and their identity i.e. Making yourself be noticed if your space feels threatened
Supporting	A behaviour extending support to a peer or peers to help them be themselves. An action depicting the words 'I accept you'
Exploring	A behaviour which involves a conscious decision to wait in a given social space until you feel safe and ready to move into another vacant social space or mingle with another crowd of peers
Welcoming	A behaviour which extends an invite to peers to join a group or individual creating a sense of wellbeing indicated as a 'thumbs up', Huddling together, being together in close proximity i.e. Group or individual during initial re-uniting at the beginning or during club sessions

The final analysis of behaviours and codes used to manage and negotiate relationship building strategies in the wider context were then used to analyse the CoPE intervention findings.

13) Methods Used to Research the CoPE Intervention

Where the CoPE intervention aimed to use increased engagement in discourse as a vehicle for developing mutually understood language codes this required additional methods of observation focusing significantly more on the audio recordings and analysis of linguistic structure. To pick up as much of the dialogue as possible during the CoPE intervention, data was collected primarily by placing a dictaphone alongside the video camera during the discussions unless otherwise requested by the students. As stated previously, one student requested the video camera recording be deleted and as such the audio recording and filling in observation sheets briefly during discourse and then in more detail immediately afterwards from memory became the method of data collection.

Discussions were held by myself and one or two students around a computer with the required paperwork displayed for each unit and key skill being completed. We would discuss the content and locate the key skill not only in the activity engaged, but within

their social practice outside school as well. Each session was planned then evaluated using WSYS session planning and recording sheets. These were then also used to monitor the effects of the intervention over the research period in terms of progress, conceptual understanding, comments or practice which stood out to me. These sheets recorded both qualitative evaluations of the students' developing conceptual and linguistic frameworks, and their emotional responses to the guided discussion approach. A written journal was also kept in addition to progress charts, which were updated after each session for reviewing and analysing later. Progress for each student in terms of attainment and levels gained for the CoPE award and units was monitored and fed back to students at regular intervals (about once a term) by projecting the charts onto a large screen at the beginning of a lesson.

As previously stated, some of the practice engaged with the CoPE sessions was also video recorded and analysed using the revised behaviour categories within the wider research study. However, the discourse interventions were not recorded in this way because these interventions were more focused and a student standing filming it felt intrusive and distracted the observed students from their discussions. Similarly, I could not hold a conversation whilst filming. However, as stated, on some occasions the students allowed the camera to be placed on a shelf whilst we discussed their work around the computer.

14) Group Discussions and Semi-Structured Interviews

Group discussions were held once a month at the end of a session so staff and the students might consider learning gained in relation to the key skill concepts and difficulties encountered. A group of the boys completed a personal journey DVD during that intervention period describing what they thought they were learning and how they felt when they completed the work and gained the key skill. The DVD was used as an assessment tool for a key skill and is discussed in later chapters. They also gave some comments on how useful they thought CoPE, and the projects engaged were for helping them prepare for F/E or work placements at the end of the course and when they leave school at the end of year eleven.

Group discussions for the stage one intervention were led using a semi-structured interview approach, which kept the discussion focused but also allowed for development of points into new areas. A focus was needed because the students were experiencing obvious difficulties with the CoPE award and understanding the concepts and would try to speak at once to get their point across. However, there were also time

constraints and as such individual interviews could not be carried out each month given the number of students involved and the time taken to type up each transcript. Also an underlying value of the youth work approach was to encourage group discussion such that each person learned to listen to each other's point of view and develop that point or argument. Indeed this was a later key skill to be covered in CoPE and this approach provided useful training for that.

Group discussion was also later used when gathering data for stage two of the research project carried out in the light of analysis of the intervention and wider research data. This research explored the linguistic dimensions of the students' practice, but used an interview guide based on the emerging theoretical framework emerging from the first stage of interventions and wider research. The guide focused the conversation and data on specific areas to be researched.

Further semi-structured interviews were carried out with individual students, staff and students in pairs after the data from the wider research and initial intervention had been analysed and presented. The interviews tested the findings and the emerging theoretical framework through asking specific questions relating to the findings and framework, but also allowed flexibility for additional questions to be posed in the light of new information. These interviews were also informed by diary recordings and the interview with a staff member drew significantly on the diary logs and progress tables as well as the emerging framework. Bell (1999) cites Zimmerman and Wieder (1977: 481) stating diaries offer a history or narrative from which to locate and guide the interview questions.

15) Summary

This chapter has identified my epistemological and ontological viewpoint and presented a reflexive methodological emerging from this view. Through considering this reflexive methodological approach a research strategy and methods of gathering and analysing data have also emerged, which were deployed for the wider research and CoPE discourse intervention. The strategy takes into account assumptions I make about my role as educator and researcher and subsequently places significant emphasis on the role of co-researchers' and their collaborative interpretation of data derived within our reflexive relationships. This chapter has provided an analytical framework through which data gathered from the wider research and initial discourse intervention can now be explored.

PHASE ONE

Chapter Three

Data Presentation and Analysis:

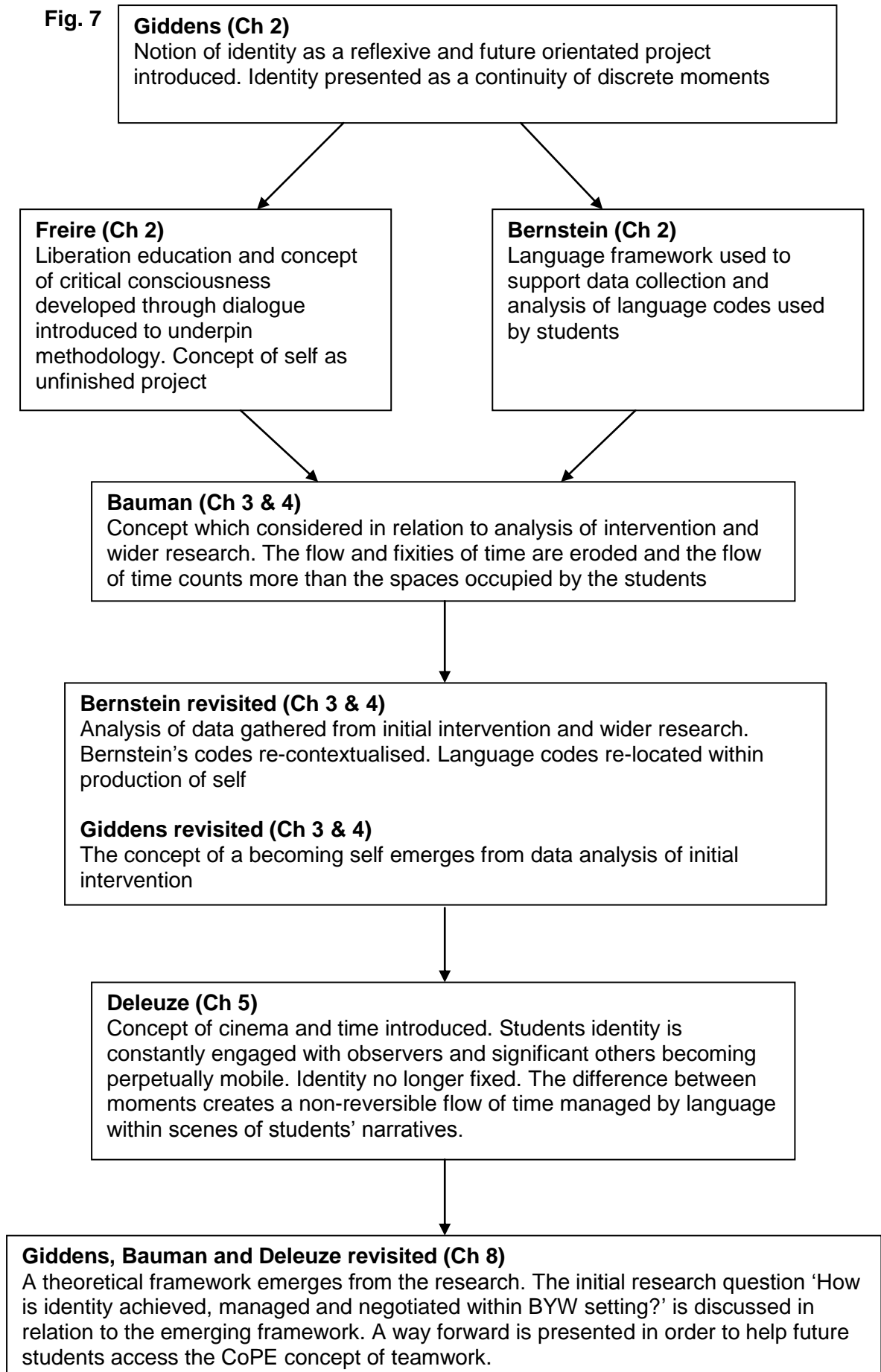
1) The Students' Social Practice in a Wider Context

Chapter three presents and analyses data collected using the methodological approach identified in the previous chapter. Examples of two of the fieldwork observations recording sheets and their accompanying transcripts have been attached as appendices 3, 4 and 5 in order to illustrate the students' language data gathered. Data from all the observations are presented in figs. 5,6,7 and 8 in order to illuminate my perceptions and those of my co-researchers' of the students' relationship building strategies and how final categorisation of those practices emerges through our collaborative and reflexive approach.

A summary of the behaviour categories engaged within specific practices observed in BYW is presented and further analysed in order to locate mediate (verbal) and immediate (non-verbal) expressions with corresponding behaviours. Where language has been made problematic in the CoPE sessions requiring a theoretical framework through which to reflect on the students' conceptual language, the relationship between the behaviour categories and mediate linguistic codes are analysed drawing on Bernstein's (1971) theoretical framework. The emerging framework is then used to consider in further detail three (appended) transcripts presented in the section headed 'Further Exploration Through the Lens of Bernstein's Theory,' in order to illustrate my analysis of language data. Analysis of the linguistic content and corresponding behaviours within the discussions illuminates a framework through which to analyse data findings in chapter three for the discourse intervention.

I have inserted a narrative diagram overleaf in order to help the reader understand how the theories of various writers I use throughout this thesis inform the research and emerging theoretical framework. The diagram shows where each theory is used in relation to the thesis and empirical work.

Fig. 7



2) Observation Data Findings – Perceived Relationship Building Strategies

Sessions in which each activity occurs are indicated. Corresponding immediate voice tone / gestures and mediate expressions are summarised.

Fig. 8: My Perception of Relationship Building Practices

Activity & mediate expression	Sessions activity observed in	Corresponding immediate gesture / Body movement	Corresponding immediate voice tone / volume
1. Various sessions chatting. Normally waiting for activity or session to start or watching other activity going on <u>Mediate exp</u> – relational	- Princes Trust xl club throughout session - Yr 8/9 club throughout session - Junior leaders throughout session	Focused on topic of conversation, eye contact, laid back (non-specific), Look at camera make face, smiling, open body posture	- Tone: Jokes, discussion, Statements, Stern Instruction, - Volume: Mainly Low / medium
2. Eating bacon sandwiches or eating lunch and chatting <u>Mediate exp</u> - relational unclear(yr8/9, lunch) see attached script (xl club)	- Princes Trust xl club mid way through session in social time - Lunch session throughout session	Focused on topic, eye contact, FM plays with hair, M asks other male for game of Table Tennis, open body language and posture	- Tone: Jokes, Statements, Discussion - Volume: Medium
3. Playing table tennis <u>Mediate exp</u> – talk in Arabic (researchers not present)	- Princes Trust xl club mid way through session in social time	Concentrating on game,	Tone: Statements, not much dialogue Volume: Low
4. Playing Karaoke / Pool <u>Mediate exp</u> – about activity and relationships	- Yr 8/9 club throughout session - Yr 10/11 club throughout session	No raised hands, all go in each other's personal space, Singing loudly, bystanders watching	- Tone: Statements, Jokes - Volume: High for those singing along, Low for those watching
5. Playing board game <u>Mediate exp</u> – questions about game	- Yr 8/9 club at beginning of session	Sitting in a huddle, all concentrating and giving eye contact	-Tone: Discussion, Qns - Volume: Low
6. Kicking football around whether against wall or in a circle of friends <u>Mediate exp</u> – Joking about a junior leader	- Yr 8/9 club half way through session - Yr 10/11 club half way through session	Concentrating keeping eye on ball	-Tone: Jokes, Statements -Volume: Medium
7. Standing talking whether inside or outside <u>Mediate exp</u> – unknown	- Yr 8/9 club at beginning of session	Calm, relaxed, wave to camera,	- Tone: Discussion - Volume: Low
8. Walking around with friends not nec. talking <u>Mediate exp</u> – unknown	- Yr 8/9 club half way through session and at beginning	Calm, relaxed, chatting with other sex	- Tone: Statements - Volume: Medium
9. Lying around on sofas in close contact <u>Mediate exp</u> – Ami to Steph (JL's) on PS2 'I can't do it'	- End of yr 8/9 club session	Wide eyed, excited, fast movements, waving arms, mixed gender group	- Tone: Jokes, Statements - Volume: High

Activity & mediate expression	Sessions activity observed in	Corresponding immediate gesture / Body movement	Corresponding immediate voice tone / volume
10. Females hugging and displaying affection deliberately to peers <u>Mediate exp</u> – 'we love each other'	- Junior leader club session at beginning	Smile at camera, Blow a kiss	- Tone: Statement - Volume: High
11. Counting vouchers as a group and chatting <u>Mediate exp</u> – we're having a really interesting job of counting these'	- Junior leader club session at beginning	Eye contact, sitting casually	- Tone: Statement - Volume: Medium

Fig. 9: Co-researcher Perceptions of Relationship Building Practice

Activity & Mediate expression	Session and time period observed	Corresponding mediate gesture / Body movement	Corresponding immediate voice tone / volume
1. DJ'ing <u>Mediate exp</u> – unknown	- Yr 8/9 club for first half of session	Smiling, happy, Focused on activity	- Tone: Statement, Joke - Volume: Low
2. Dancing both with instructor and informally with DJ'ing <u>Mediate exp</u> – unknown	- Yr 8/9 club for first half of session	Smiling, happy, Focused on activity, excited, expressive	- Tone: Statements - Volume: High
3. Males putting face make-up on each other <u>Mediate exp</u> – 'Look at Charlottes face!'	- Yr 8/9 club at end of session	Focused, non-descript	- Tone: Statement - Volume: Low
4. Watching DVD <u>Mediate exp</u> – None	- Yr 8/9 club mid session	Focused, non-descript	- Tone: Statement - Volume: Low
5. Males playing football in sports hall with Girls hanging around <u>Mediate exp</u> – Unknown	- Yr 8/9 club mid session	Focused – Males Stern looks, looking for attention trying to steal ball – Females	- Tone: Statements to girls and Jokes to each other - Volume: High
6. Serving in café <u>Mediate exp</u> – See attached script for xl club Yr 8/9 club – unknown	- Yr 8/9 club throughout session - Yr 11 xl club throughout session	Questions to customers and concentration on job in hand	- Tone: Qns, statements - Volume: Medium
7. Groups hanging around <u>Mediate exp</u> – 'Youth wing is great' to camera (female) 'Fuck off!' to camera (group males)	- Yr 8/9 club mid and end of session	Smiling, chatting to each other, arms down relaxed by sides Arms up turn away, walk off	- Tone: Statements, Discussion - Volume: Low and some Medium

Activity & Mediate expression	Session and time period observed	Corresponding mediate gesture / Body movement	Corresponding immediate voice tone / volume
8. Staff talking to students <u>Mediate exp</u> – Discussion about staff and student social lives	- Yr 8/9 club mid session - Yr 11 xl club mid session - Junior leader session	Noticeable eye contact between student/staff, staff smiles to camera, open gesture	- Tone: Discussion - Volume: Low
9. Staff helping male students complete Princes trust work unit <u>Mediate exp</u> – Discussing course content	- Yr 11 xl club 2 nd half of session	All totally concentrating on workbooks and instructions, sitting cross legged, closed posture	- Tone: Discussion - Volume: Low
10. Staff helping female student write up evaluation of work unit on computer <u>Mediate exp</u> – Discussing student social life & course content	- Yr 11 xl club 2 nd half of session	Having a chat, relaxed, working together almost as peers, Both in each other's personal space	- Tone: Discussion - Volume: Low
11. Playing pool, karaoke, Play station. <u>Mediate exp</u> Statements about game content	- Yr 8/9 club - Yr 10/11 club	Smiling, open expressive body posture	- Tone: Statements - Volume: Low
12. Students planning a Big Brother event. <u>Mediate exp</u> – See script	- Junior leaders mid session	Concentration, ignore Junior leader filming, open relaxed posture	- Tone: Discussion - Volume: Medium
13. Students creating a music cd in a workshop <u>Mediate exp</u> – Statement to co-researcher filming	- Junior leaders mid session	Concentration, closed posture shout at Junior leader filming to go away	- Tone: Statement - Volume: High

There are some areas of social practice considered to evidence strategies for relationship building, which are not presented in fig. 8 and also in fig.9. This is because some activities could not be filmed simultaneously by a co-researcher and me, for example counting vouchers (fig. 8: 11). By the time the co-researcher accessed the camera the activity had finished. Similarly, my observations and those of the co-researchers' for the year eight and nine club sessions were completed on consecutive weeks. This meant the board game (fig. 8: 5) and dj'ing (fig. 9: 1, 2) would not be in both sets of data. However, to check whether my observations were deemed a part of a strategy for relationship building they were also shown to the co-researchers. All my observations were agreed to be a part of an overall strategy but the co-researcher's list was seen as additional to this.

3) Identifying Commonly Understood Relationship Building Practices.

Practices observed by the co-researchers in addition to those observed by me, which I did not observe or record are listed below:

1. Fig. 9: 8,9,10 – Staff helping a student with their course work during CoPE, Princes Trust or Junior leader sessions.
2. Fig. 9: 6 – Princes Trust, CoPE members or junior leaders who are either serving younger peers on a club night or each other during their own sessions.
3. Fig. 9: 10 – Two or more students and staff working at the same computer station on a piece of work or internet browsing.
4. Fig. 9: 12 – Students planning a Big Brother activity to be delivered in the youth wing for peers or their own pleasure.

I had not included these because I thought each of the above involves staff and students doing tasks, which I did not consider to be relationship building practices. I assumed that informal chatting about relationships and socialising was a primary vehicle for relationship building and staff talking about the course content would restrict this. This could be that my leadership style as youth wing manager is more person than task focused and I would therefore focus more on this type of practice when looking at relationship building activities. However, the above data have been used in the data analysis.

Fig. 10 shows initial categorisation of relationship building practices using the revised behaviour descriptors. Areas of contested reality evident when comparing the co-researcher and researcher interpretations are considered and the categories are revised in fig. 11, which also locates the practice and behaviour within a broad time frame for each session. This indicates a strategic practice within an overall relationship building strategy. Further analysis of fig. 11 presents a final, detailed description of each behaviour category in terms of its use and strategic position within overall relationship building strategies.

Fig. 10: Categorised Relationship Building Practices

Activity	Fig (f5-6) and box ref. (b 1-13)	Researcher interpretation	Revised co-researcher interpretation
Karaoke Pool	F8: b4 F9: b11	Welcoming / building	Welcoming
Making sandwiches	F9: b6	Supporting/maintaining	Building
Junior leaders relaxing with yr 8/9 students on club night	F8: b9	Maintaining/exploring	Protecting/building/exploring
Playing board game	F8: b5	Protecting	Maintaining/supporting
Playing Play station 2	F8: b4 F9: b11	Building/supporting	Maintaining /supporting
Dance DJ'ing	F9: 1 & 2	Supporting	Building/supporting
Standing by bicycles	F8: b7	Exploring	Building
Music production workshop	F9: b13	Maintaining/supporting	Building/supporting
Big Brother planning	F9: b12	Maintaining/supporting	Building/supporting
Hugging each other	F8: b10	Building	Welcoming/maintaining
Looking at msn	F9: b8	Maintaining	Building

Fig. 11: Revised Categories for Relationship Building Practices

Behaviour & Activities	Fig/Box ref.	Beginning, Middle, or End of session
<u>Building:</u>		
Making sandwiches	F9: b6	Beginning, middle, end
Planning Big Brother	F9: b12	Middle
Music workshop	F9: b13	Beginning, middle, end
PS2 singstar	F8:b4,t2: b11	Beginning, middle, end
Staff talking to students	F9: b10	Middle, end
Playing football	F8: b6,t2:b5	Middle
Checking school msn	F9: b8	Middle
<u>Maintaining:</u>		
Staff helping with coursework	F9: b9	Middle
Waiting for sandwiches	F8: b2	Beginning, middle, end
Chatting eating	F8: b1	Beginning, middle, end
Playing Table tennis	F8: b3	Middle
Hugging	F8: b10	Beginning
Chatting in music workshop	F9: b13	Middle
Looking at MSN on computer	F9: b10	Middle, end
Watching PS2	F8:b4, t2:b11	Beginning, middle, end
Board game	F8: b5	Beginning, middle
Watching DVD	F9: b4	Middle
Boys face make-up	F9: b3	End

Behaviour & Activities	Fig/Box ref.	Beginning, Middle, or End of session
<u>Protecting:</u> Staff upset students in café whilst serving Seated in yr 8/9 club Girls when filmed Standing outside yr 8/9 club by art block	F9: b6 F8: b9 F8: b7 F9: b7 F8: b7	Middle End Beginning Middle End
<u>Supporting:</u> Chatting in Arabic Counting vouchers Planning Big Brother Board game Walking around Girls dance	F8: b3 F8: b11 F9: b12 F8: b5 F8: b8 F9: 1 & 2	Middle Beginning Middle Beginning Beginning, middle Beginning, middle
<u>Exploring:</u> Girls in entrance hall prior to being filmed dance Walking around Relaxed on sofas Yr 8/9's outside art block	F8: b7 F9: 1 & 2 F8: b8 F8: b9 F8: b7	Beginning Beginning, middle Beginning, middle End End
<u>Welcoming:</u> Hugging Karaoke/Pool Huddled together	F8: b10 F8: b4 F8: b7	Beginning Beginning, middle Beginning

Description and strategic position of each behaviour category:

1. Building occurs throughout and across a range of sessions. It involves adults and peers as mutually engaged on a journey working towards an assumed common goal. A task offers a vehicle for achieving that goal where immediate gestures indicate calm, focused attention with little mutual eye contact.
2. Maintaining occurs throughout and across a range of sessions. It involves mainly peers and those adults who are invited to engage the students' social conversation, or ongoing course work requirements working towards a common goal. Immediate gestures predominantly include open, relaxed postures with eye contact, and low to medium volume chatter mainly focused on social lives happening inside or outside the session.
3. Protecting occurs mainly towards the middle and end of the sessions except in fig. 8: 7. Three females had just turned up to the year 8/9 club session and, according

to the co-researchers present, had just claimed their space in the hallway. The film penetrated their sense of safety in that space and made them stand out of the crowd. Protecting involves medium volume of mediate expression in the form of short statements. Immediate expression involves arm waving and exaggerated gestures used to make peers aware of danger. Where no statement is made the group close access to the perceived danger by turning and walking away or turning inwards towards each other. Mediate expression uses low volume voices, with one person talking using extended eye contact whilst peers listen intently.

4. Supporting occurs mainly at the beginning and middle of the sessions across a range of sessions. During XL club and junior leader sessions the supporting occurs where a new activity is engaged rather than during socialising evidenced in larger social club sessions. In social clubs supporting occurs predominantly at the beginning where space and social relationships are being negotiated. Hence, supporting is a means of helping reduce anxiety when initially engaging a social space or new task. Immediate gestures are calm and relaxed with either consistent eye contact or maintaining spatial position in relation to peers. Mediate expression focuses on words exhibiting encouragement to peers.
5. Exploring occurs throughout each session, but the co-researchers explained this is relative to supporting and maintaining having been successfully negotiated first. For instance, in fig. 8: 9 the junior leaders present, JS, NT and CN had spent the evening negotiating relationships with a group of younger peers. I had requested they engage this group as the group were often pushed out of activities by more confident peers. The junior leaders would then be requested to help this group build their confidence and support their integration into the club activities. Mediate expressions are high volume and excitable due to new ground being made. Immediate expressions show quite the opposite at times where they are slow and deliberate.
6. Welcoming occurs mainly at the beginning of each session although, as seen with the karaoke / pool, this can occur in the middle of a session where peers have vacated a social space and enter another. Welcoming has to be negotiated. Immediate expressions exhibit huddling together or close contact within personal space. Mediate expressions include mainly high volume statements and jokes towards one another.

4) Data Analysis: Locating Mediate Content Within the Behaviour Categories

The above behaviours are not fixed within given times and spaces but are transient. However, within the overall relationship building strategy each represents the most

noticeable practice observed within that specific period of time. Within this practice body language and spatial use, for example, locating one's body within a close proximal sphere of influence to an individual or groups of peers is more noticeable than the words used in each observation. The tone and volume of discourse also appears to have an effect on the recipient more than the words themselves. This phenomenon occurs in all the sessions except within the more formal learning sessions where the linguistic content was more pronounced. An explanation for this could be that the quantity of conversations held in one session by each student and their collective volume, together with surrounding sounds (chairs moving, doors opening and shutting etc), make immediate expressions predominantly stand out to me, as other noises merge into one. Hence, linguistic content appeared less pronounced than immediate expressions to me.

Another explanation for the appearance of mediate expression being more pronounced in formal sessions and less in informal sessions is that my role within the more formal sessions is perceived by the observed students and co-researchers to be different from that played within the more informal sessions. The students therefore allow me to hear their conversations within the more formal sessions possibly because the nature and structure of the courses involve sharing of personal thoughts and feelings and issues related to life outside school or the youth wing. This is certainly plausible because the video recorder would not pick up conversations in informal sessions where the students made a conscious effort not to have discussions heard when both co-researchers and I were present. In these situations, according to the ethical position taken, the video camera was not imposed and was turned deliberately away from those students. For examples, see fig. 8: 1,2,5,6,7,8 and 9 and fig. 9: 1,5,6 and 10. Fig. 6 indicates this phenomenon was not solely located in my observations but also in those of the co-researchers'. Fig. 9 has proportionately similar amounts of incoherent mediate expression in the more informal socialising clubs especially when observing groups discussing relationship or social content. However, when analysing the coherent mediate expressions within those informal sessions, the higher volume words use very short statements where words of one or two syllables therefore stand out.

The Use of Bernstein's Theoretical Model

5) A Theoretical Interpretation

Bernstein (1971) however, presents a more theoretical perspective on the findings. He presents a notion of public and formal codes where the public language code

(...) contains a high proportion of short commands, simple statements and questions where the symbolism is descriptive, tangible, concrete, visual and of low order of generality, where the emphasis is on the emotive rather than the logical implications...(Bernstein 1971: 28)

He further states a public language code “facilitate(s) thinking of a descriptive order and sensitivity to a particular form of social interaction” (Bernstein 1971: 42).

Where the use of immediate expression and short, mediated statements observed in the students’ practice are used as a predominant vehicle for discourse, this suggests Bernstein’s public code is being used as a primary tool within their relationship building strategies. Understandably many of the students attending the informal sessions would want private conversations without being audio recorded but communication for general socialising would be presented in a public language form.

Generally, throughout all BYW sessions, in order for me and my co-researchers to build relationships with students we use the same language codes as them. Therefore when observing the students their immediate rather than mediate expressions stood out to us because it is the particular form of social interaction we all use. Hence, Bernstein’s public language theory is used as a tool through which to interpret the findings at this stage.

Bernstein argues that all codes are open though, where language codes are understood and used by all social classes. However, some codes are characteristically reflective of different social groups (in Bernstein’s analysis middle and working classes). In the context of this research his description of a public language code has been significantly employed.

The characteristics of a formal language code are not significantly employed where “accurate grammatical order and syntax regulate what is said. Individual qualification is verbally mediated through the structure and relationships within and between sentences. That is, it is explicit.” (1971: 55). Bernstein further points out that a formal language code is characteristic of middle class cultural discourse, which possesses:

- 1) An awareness of the importance of the relationship between means and ends and of the relevant cognitive and dispositional attributes.

- 2) A discipline to orient behaviour to certain values but with a premium on individual differentiation within them.
- 3) The ability to adopt appropriate measures to implement the attainment of distant ends by a purposeful means-end chain. (1971: 25)

6) Social class categorisation

Where Bernstein argues language codes are characteristically employed within the notion of working and middle class backgrounds I needed to locate my research cohort within these categories. I could then analyse research data using Bernstein's theoretical framework. Where social class is routinely used as a material category that contains broadly cultural constituents, my basis for class definitions fell within that presented by Dominiques

(...) class is best suited to those consumer decisions that are predominantly individually, rather than jointly, made or delegated to the family. Class is also best suited to those values, lifestyles, and communication patterns that are centered on work, leisure (because of the impact of occupational role on availability, use of and spending for leisure time), investment, saving, and attitudes toward and perceptions of financial outlook. (1981b: 156)

Each student's class was not categorized based on precise data using specific post code analysis though, which at the time of the research was a preferred method of analysis by local secondary schools (The Fisher Family Trust (FFT) system was at the time also being introduced for use by schools in order to analyse post code data and predict students' future GCSE grades based on socio-economic background and prior attainment).

The Head Teacher at BCC and I preferred to use local knowledge in conjunction with BCC data records, which showed the average GCSE performance of clusters of students living within specific geographical locations around the village. A range of localised indicators, including the use of general housing areas, were therefore considered and discussed in order to predict students' likely attainment in terms of GCSEs and future aspirations. For example we discussed whether the students from specific geographical locations were likely to go to sixth form college and university or look for local jobs instead. The Head Teacher and I considered the socio-economic backgrounds of groups of students based on local knowledge of the area. We then compared data on the students' prior attainment and likely future GCSE attainment in

relation to previous cohorts of students who had attended BCC, and who had also lived within the same post code area. The data analysis helped the Head Teacher guide his teaching resources and funding in order to raise the attainment of students living in areas where previous data records indicated low GCSE attainment.

Key local indicators for the attainment of students were divided broadly into North and South areas of the surrounding village, divided by the A27 road, and those who lived on three housing estates within the north and south of the village. Using local vernacular, students who lived in houses located in the village North of the A27 and within a one and a half mile radius of the manor were locally known as the 'posh' people and lived in houses worth on average 30% - 100% more than those houses located in the south of the village on two housing estates, or just outside the one and a half mile radius of those houses located around the local Manor house in an adjacent housing estate locally known as 'mickey mouse town.' The term 'mickey mouse town' was given by local residents because the houses were made of cheaper, less durable materials than those of houses located in the manor area north of the A27. Residents living in the manor area of the village north of the A27 or living in the south of the village but not on the housing estates predominantly worked in white collar jobs such as insurance, accountants, teaching or ran their own businesses locally. A number of the residents living in the 'posh' area were also builders who had first rented, then bought a house on one of the three local housing estates and had earned enough money to move into the more affluent 'posh' areas.

Residents, including myself, living on one of the two housing estates in the south of the village were known locally as 'scummers' because we were seen as having low income and lived in lower quality houses. The areas we lived on were also viewed locally as 'trouble areas' where local residents perceived drug dealers and housing benefit cheats to be predominantly living. There was also a perception of high teenage pregnancy and unemployed school leavers, who were categorised by local Connexions Service as NEET (Not in Education, Employment or Training), living in those areas. These perceptions were illuminated through my work with local police, the Head Teacher, local MP and my community work within BYW and developing personal and professional relationships with community members living in the surrounding areas over a ten year period. A significant number of large families would also live within groups of houses on these estates with two or three generations of family members living within close proximity to one another. There was a significant socio-economic divide between the posh areas and the areas where the 'scummers' lived.

Therefore I used the above analysis of cultural backgrounds to determine class based on Dominiques and Page's definition. Those students who lived within the more affluent 'posh' areas were viewed as middle class and those living on the housing estates and less affluent housing estates were viewed as working class.

Given the above definition though, although the students might primarily be categorised as coming from working class backgrounds, many who attended the sessions at BYW also came from middle class backgrounds. For example, of the thirteen members of one CoPE group, four students would be categorised as middle class, and nine students as working class based on categorisation of socio-economic backgrounds. Of the ten junior leaders participating as co-researchers five would be categorised as middle class and five as working class. The data analysis presented in this chapter therefore indicates little evidence to suggest exclusive use of public language codes between classes, as defined by post code analysis used by BCC within this context.

7) Further Exploration Through the Lens of Bernstein's Theory

The findings suggest a public code at play within the students' practice, but not used exclusively by students categorised within the above class definitions. The emerging theoretical interpretation requires further consideration in relation to that practice. To help refine the framework and understand how the public code is being used in the observations the framework emerging thus far is used as a lens through which to explore further two scripts taken from two of the observations. Analysis of the linguistic content and corresponding behaviours within the scripts refines the above theoretical framework outlining relationship building strategies. This refined framework will subsequently offer a contextualised sensitising lens through which to look at the CoPE intervention observation findings recorded over the same period of time presented in chapter four.

The following paragraphs present extracts from two conversations recorded in the first stage of these research observations. What appear to be subordinate categories of behaviour engaged within the overall behaviour identified within that strategic practice are presented. Being subordinate means they serve a higher order aim of relationship building. The data presented below also highlights the linguistic form, both mediate and immediate, used within each context which also appears to signify the sub-behaviour category identified.

The first script presented is taken from an extract of practice observed and presented in fig. 9: 12 where the primary consensual behaviour category is that of building. (See Appendix Four)

Context: Co-researcher observation Big Brother planning session – Junior leaders' club night. Mid-way through the session, approximately 8pm, seated around the table tennis table in the youth wing diner adjacent to the main hall and divided from the hall by a wall and door. The diner is situated next to the café with viewing access through a serving hatch.

Students: JY, LY, JS, AG

Staff: Sue Coombes

Co-researcher filming: LE (also a junior leader)

Protecting

The initial discussion where AG suggests everyone ought to eat vegetarian food was agreed by co-researchers to be a selfish attempt by AG to protect her own space (Line 1). Her space is interpreted by the co-researchers as cognitive, for example her values and beliefs, rather than a physically occupied space.

Building

LY and JS develop the discussion where LY puts forward ideas whilst JS approves or disapproves (Line 5). The co-researchers suggested the behaviour category indicates building where both help each other complete the planning task. Immediate expression is open body language and eye contact

Exploring

During JS and LY's discussion JS, who is in the same year group as AG where both are the oldest and longest serving members of the junior leaders, makes a personal comment to AG. She responds by laughing and shouting "Shut up," slapping his leg (Line 3 and 4). JY, who is putting forward comments during the conversation, tries to joke as well but JS, AG and LY ignore these (Line 7). JS's immediate expressions exaggerate facial movements where he cocks his head back and raises his eyebrows whilst talking and listening. It seems this is to mimic being taller than his approximate five feet eight inches, which is shorter than many same age peers. However, he could be attempting to make his hierarchical position known by attempting to look down on peers. The co-researchers agree JY is exploring, waiting in a safe space in terms of his status until he feels safe to move into what he perceives a vacant hierarchical space.

This is evidenced again later as he takes that step using the same joke as JS towards AG (Line 7). The effect is similar to that which JS experiences.

Protecting

Engaging the discussion planning Big Brother seems to be the key task through which JY wants to raise his status. He attempts to engage it by stating “yes that’s what I thought” but is ignored (Line 12). He then attempts another joke but is met with resistance as he seems to have gone too far. Sue (staff) says “JY I’m worried about you’ at this point.”

Co-researcher comments: “JY is trying to talk and no-one will listen, it’s so sad actually because he’s being ignored like he’s invisible.”

Exploring

JY laughs but no-one else does (Line 15), at which point JS, LY and AG get up and walk around focusing on the co-researcher who is filming them. The co-researchers, on reviewing the observation agree JY’s laughing is exploring where he again attempts to enter the desired new space after making sure he first feels safe again in his current hierarchical position.

Protecting

AG subsequently makes a dramatic immediate expression according to the co-researchers called ‘giving evils’ (Line 15) whereby she stares at the camera and holds that stare until the co-researcher who is filming turns away. The co-researcher has been silent to this point until he laughs at JY being ignored. The co-researcher, also a junior worker, has only just been appointed and holds little status in the group. His laugh and subsequent joke appears to challenge AG and JY’s status. Her stare has the effect of making him turn away and be quiet. JY, however, returns to his original hierarchical status to defend it. The response from JY defending his space is equally as harsh “Go away titch no-one likes you go home!” (Line 17) The co-researcher comments

She’s (AG) being a bitch!...she’s tryin’ to be cool ‘cos JS is around. She gets in a huff ‘cos she’s not noticed so gives him (LE filming) evils.

He’s called him titch ‘cos if it’s alright for her (AG) to say it, ‘cos she’s the main leader, then it’s alright to follow.

On being asked by me what she meant by *saying it* the co-researcher said it refers to *giving evils*.

The second script presented below is taken from an extract of practice presented in fig. 8: 2. The primary consensual behaviour category is maintaining (See Appendix Five – Observation Recording sheet) and (Appendix Six – Transcript of Appendix Four Observation).

Context: Researcher observation year eleven Princes Trust XL club. Midway through the session, at about 11am, seated in the corner suite in the youth wing main hall. Group members are either waiting for or eating bacon sandwiches prior to mid-morning break.

Students: GR, PN, GY, AY, AI, CD, MD, GN

Staff: Sue Coombes

Co-researcher observation analysis: SL

Maintaining

The initial conversation is picked up mid-way through Sue (staff) discussing her fiancé with GR. Sue talks about her visits to Scotland, where her fiancé lives, and the food she eats whilst visiting. The initial conversation is interrupted by PN and GY who are disgusted by the thought of eating black sausage (Lines 10-11). The group are socialising and relaxing with open body language, and the co-researcher comments “They feel they can say stuff to Sue.”

Exploring

PN interrupts the conversation with a joke and closed body language, arms folded but eye contact predominant (Line 13). There is some debate between the co-researcher and I at this point as to what PN’s motive for the joke is. It could be that he is bored and wants to start a conversation with some-one. However, he used to date GR at the beginning of the XL course two years ago but no longer does. It seems he is more likely to be exploring whether he can enter dialogue and thus register, that is, to be significantly known by GR again. After the joke he looks around to watch other people’s responses. The co-researcher comments “He’s exploring, joking to cover and exploring people’s limits ...it’s to see how far you can go socially without offending people.”

Building

GR ignores the comment but directs her attention to his eating “....no you fat pig...look at ‘im munchin’ away” (Line 18). PN immediately turns to me to discuss a dirt bike PN is about to buy (Line 22), however I acknowledge this but focus the conversation on the work to be completed after break. In terms of the behaviour, PN is seen to use JL and I to help him get over GR’s rebuff and his failure to engage the female student’s conversation

Protecting

The co-researcher believes I am protecting the learning space by focusing on the work to be completed after break instead of engaging PN’s conversation about buying a dirt bike (Lines 27-29). Here, although PN is building I am protecting. In both cases eye contact is predominant but PN’s is on JL and I, as though scanning for reception whilst mine is directed at PN only. The co-researcher states

Simon, you are making sure they are ready for the work after break and for leaving school. It could be a warning, not as in danger, danger! But as in ‘prepare yourselves!’ Maybe that could be a new category of behaviour you might want to add I’m not sure.

8) Analysis: Bernstein’s Public Code Re-Contextualised

The first script (Appendix Four) represents relationship building strategies observed during the planning of a Big Brother event. Hence, the co-researchers agreed the social practice constitutes a task centred activity supporting relationship building behaviours. The relationship building behaviour is noticeable through its consistency of dialogue and corresponding immediate expressions focusing on planning the event, which correlate with the revised behaviour categories. The differences in consistency of mediate and immediate expressions however were identified by the co-researchers who subsequently interpreted them as sub-categories of behaviour (See lines 2, 11 and 17). It is noticeable that these sub-categories appear to represent multiple discourses engaged simultaneously within a given practice. Each discourse engaged appears to relate to locating or positioning one’s identity in relation to significant others within that behaviour engaged within the overall relationship building strategy. This suggests the importance of the linguistic structure within discourse lies in its ability to act as a vehicle to mediate the individual’s subjective intent within a corresponding framework of immediate expressions. It also mediates small but noticeable shifts in subjective intent relating to strategic re-positioning within that discourse, but whilst

maintaining its overall consistency. For example, where the co-researchers identified the second script (Appendix Six) as engaging the overall behaviour category as maintaining, within that practice each actor signified subjective intent relating to strategic repositioning such as protecting, building or exploring (See lines 10, 15, 22 and 27).

It is noticeable that the mediate linguistic forms engaged within this strategic framework consist mainly of single or two syllable words. This is particularly noticeable in the language construct used by students which signifies the sub-categories of behaviour. Language appears to act as a medium for engaging the immediate need to be known, or recognised by the students. Statements or jokes used are predominantly single syllables and accompany strongly projected immediate expressions (See Appendix Six: Lines 10, 13 and 18). This would be representative of Bernstein's public code. However, some discourse such as the Big Brother planning uses more multi-syllable words in a formalised sentence structure. The students' discourse also uses less pronounced immediate expression and, where the overall Big Brother planning conversation requires a different format, it does not fall into Bernstein's formal language description. However, the linguistic structure and language code is more akin to his notion of an elaborated code within that public language. The less formal structure identified would therefore be representative of a restricted code within Bernstein's public language code. He argues though, that the restricted code is used mainly by the working classes but what appears to be both restricted and elaborated codes evident here, are used by the middle classes. He states the restricted code is characterised where

(...) the most general condition for its development will be based upon some common set of closely shared identifications self-consciously held by the members, where immediacy of relationships is stressed. It follows that these social relationships will be of an inclusive character. The speech is played out against a background of communal, self-consciously held interests which removes the need to verbalise subjective intent and make it explicit. The meanings will be condensed. (1971: 77)

However, JY's comment below questions this by showing some verbalising of subjective intent stating "yes that's what I thought" (Appendix Four: Line 11).

His jokes and attempts to join in the conversation are not condensed either. Although categorised as restricted code according to Bernstein's theory this observed practice now suggests the emergence of a hybrid coding where he also uses an elaborated code. The elaborated code, according to Bernstein

(...) has its origins in a form of social relationship which increases the tension on the individual to select from his linguistic resources a verbal arrangement which closely fits specific referents (...) if a restricted code facilitates the construction and exchange of 'social' symbols, then an elaborated code facilitates the construction and exchange of 'individuated' symbols. (1971: 78)

Hence JY's comments indicate a shift in the use and function of the public language in both its forms by re-contextualising Bernstein's codes into contemporary practice. To explore this shift further we might look at the overall behaviour categories of building and maintaining in both the above scripts. It is evident that a public language in both its forms is being used. However, looking at the second script (Appendix Six), although categorised as maintaining relationships, much of the conversation expresses self-conscious and individual immediacy of relationships within the group communal setting. This is particularly noticeable when PN attempts to join GR's conversation and his comments would be described as representing a restricted code (Lines 3 and 5). However, GR's conversation takes an elaborated characteristic where she expresses individual expression of subjective intent based on future orientated aspirations to get married and have a family when talking to Sue (Line 12). She also demonstrates the construction of individuated symbols. Both codes are used but restricted code is used to maintain and check her identity in relation to significant others within an established group identity (Line 18). The elaborated code is linked to exploring future orientated goals, or maintaining ongoing discourse. However, it is where many of these micro relationships are practiced within the context of the macro group identity that the maintaining behaviour is signified and is thus made identifiable to the observer on initial observation.

Analysis of observed practice so far therefore suggests there is a mixing of once defined class codes, language and boundaries within the students' social practice engaged in the contemporary context. Where all students use public language within this setting there is no immediately recognisable distinction between class uses of either elaborated or restricted codes. What is becoming recognisable though, as a distinction in their application, is the use of elaborated code as signifying the consistent

narrative story of a historical past, currently engaged and future orientated focus. The purpose and use of a restricted code is illuminated as to predominantly maintain the actors' identity and meaning in relation to others within that story.

9) Reconsidering Bernstein

The Role of Behaviours Within Relationship Building Strategies

As a final stage of this analysis of the data presented in the two scripts the following section explores the role of behaviours within the overall relationship building strategy, which supports each actor's maintaining their narrative story and accessing future orientated goals.

Where the above analysis illuminates the notion of language codes within behaviours focused on maintaining the overall narrative story, the observations and findings also suggest a mixing of adult and student relationships within these narratives. The co-researchers' perceptions of relationship building strategies presented throughout the stage one wider research indicate the students view me, within my role as youth worker, as a participant actor. As seen in the second script the youth worker, or teacher is not seen as objective observer, but rather intrinsically and subjectively engaged within their relationship building strategies. KS, a student in the year ten CoPE group, illuminated this point when I asked her what she thought the difference was between CoPE sessions and school. She replied "Simon you are one of us we don't see you as a teacher but as a friend" (Recorded on 11th June 2007).

This is an important point when analysing the language codes in the scripts because the corresponding behaviours of maintaining and building are also identified as occurring most frequently in table three. The notion has also been presented that the sub-category behaviours signified within the overall strategies help locate or position each individual in relation to significant others within that collectively engaged strategy. Therefore, given the notion that each actor is engaged within relationship building strategies, which is motivated by the desire to support and maintain their narrative story, it could be argued that dialogue used within the public language framework and within the corresponding behaviours ultimately represent the underlying questions "Who am I being with you?" and "Who are we becoming together?" If this is so it is likely the students are building and maintaining a narrative and creating access to future goals, essentially engaged in a process informed by a perceived future orientated self. That is not to be misunderstood with the concept of an original self out there somewhere from which one has fallen and to which one is driven to regain. This

would be akin to Taylor's (1989) notion of being engaged in a Post Romantic view of the self. Rather the findings suggest a future focused self which orientates the present self.

For the students the practice of building and maintaining relationships in their current practice existentially links the future realm to the present space and time within which it is being occupied. This is certainly plausible and is alluded to by the co-researcher in script two where SL identifies my role as warning and protecting PN and JL against unseen future dangers. In relation to my role I am therefore perceived as gate-keeper and trainer making available a tangible, relational link from present to future through his engagement with the students in their own relationship building strategies. Thus, I become an intrinsic and apparently inseparable part of each individual narrative.

This is illuminated further when placed against script two (Appendix Six) where PN and JL, after the mid-morning break, complete the required work and also seen in GY's comment "I got three sheets done last week" (Line 30). GY is acknowledging the future warning sign I presented earlier and making me aware my response was appropriate. This theory also corresponds with a previous analysis of data gathered from my MA research project, which explored relationships between the students and I in BYW

The importance of mine and my staff's relationships with each student and group of students cannot be under-estimated. These relationships offer access to life experiences of trusted adults, which facilitates value transference and subsequently helps them achieve the lives they want as adults. (Edwards 2006: 68)

However, this interpretation of behaviours representing a future orientated goal conflicts with the characteristics of Bernstein's public language. He suggests public language focuses on immediate relationships and suggests little coherent sense of linking means and ends. He states it is predominantly the middle classes who are able to employ a model of long- term means-ends relationships rather than the working classes who hold more general notions of the future. However, the observations do evidence understanding of means – end goals and is identifiable in the observed practice and recorded discourse suggesting both CoPE and the XL club accredited work is seen by the students to support long- term goals of having families and accessing FE placements. However, much of this means is held in tension against an uncertain end or future. It seems this uncertainty has made necessary the development

of hybrid codes resulting in language codes representing both traditionally understood classes but falling definitively into neither working or middle class categories as presented in Bernstein's theory.

In summary therefore, this section of analysis aimed to explore the students' behaviour categories and accompanying language codes identified in the initial research stage by using Bernstein's theoretical interpretation as a guide. Bernstein was used as a guide because there appeared no logical explanation for the linguistic structure which accompanied the categorised behaviours when viewed through my perspective. This section of analysis has illuminated Bernstein's public and formal codes being engaged throughout this contemporary context where the public code is used in both restricted and elaborated forms. However, what is illuminated, as a key finding from this analysis, is both public and formal codes in their elaborated or restricted forms are no longer, in this contemporary context, embedded in a class based model of interaction. They are however, being re-conceptualised as a means through which the collective and individual identities of those actors engaged in discourse and relationship building strategies are managed, negotiated and constructed. This identity and practice is carried out within the backdrop of a constantly changing cultural and political landscape and increasingly uncertain future rather than at the time of Bernstein's writing, located within the rigid structures of class and formal educational institutions.

10) Conceptualising the Emerging Framework in a Wider Context

To understand this contemporary context further it is necessary to engage wider theoretical debates relating to contemporary Western European culture. This will help locate the students' practice within the wider field providing a wider referent through which to inform data analysis for the next stage of the research, which presents findings for the CoPE intervention strategy. Exploring the wider theoretical field will also help guide further research by highlighting areas significant to this research, which could be looked into further. To explore the wider sociological perspectives Bauman (2000) has been consulted initially as his work was also influential and offered significant guidance in the previous MA research analysis and discussion. His work is also widely recognised with the social science field.

Bauman, when locating his discussion on the contemporary context presents the context in metaphorical terms. He states we live in the context of liquid modernity where relationships are metaphorically seen as fluid where "fluids ... neither fix space nor bind time ...it is the flow of time that counts, more than the space they happen to

occupy” (2000: 2). He states where the students’ practice reflects ongoing fluid-like relationships they appear not to recognise the solid concepts of modernity. The point he makes is that we have re-conceptualised the *born into* (emphasis added) class boundaries and hierarchies to a *becoming who I am* (emphasis added) relational framework. Bauman insightfully describes these relationships as representing the flow of time, which in terms of the students in this research, is critically important to them rather than the space in which the relationships occupy. This, he further explains, is because “human beings are no longer born into their identities (...) needing to become what one *is* is the feature of modern living.” (Bauman 2001: 33, emphasis added)

Relationships and knowing who one is in relation to others is critical to knowing who one is becoming. Bauman is not indicating an original, where original is defined as pre-ordained or even only one given way of being, but rather states that the reflexive understanding of the self within given contexts ascribes meaning and identity to the individual. Consistent reflexivity through the flow of time within one’s social domain supports one’s, and simultaneously, the significant others’ identity narrative. He alludes to this stating

Men and women look for groups to which they can belong, certainly and forever, in a world in which all else is moving...in which nothing else is certain....Just as community collapses, identity is invented. (Bauman 2001: 15)

He also states “modernity replaces the heteronomic determination of social standing with compulsive and obligatory self determination” (Bauman 2001: 33).

To locate Bauman within this research project, the observations carried out so far and the behaviour categories emerging from data findings, indicate the students are engaged in a constant reflexivity where building relationships aspires to support self determination. However, if we look at the revised behaviour descriptors building is described by the co-researchers as a means of helping one another through a given task. This does not appear to support self determination or a future process but rather supports current activities. However, if we look at this behaviour category through Bauman’s conceptual view the task would act as a vehicle, when engaged, facilitates opportunity for each student to make sense of who they are in relation to significant others. The task of doing a PDR or playing pool therefore crucially facilitates this. Building, according to the data analysis for the two scripts, is also constantly reflected upon by the students by exploring their emerging identity in relation to others. Although

to maintain the narrative story each student is also bound to protecting their current narrative identity, which is also evident within the scripts seen in the behaviour categories of protecting, exploring and supporting. In which case, we might also look at the behaviour of exploring through Bauman's concept.

According to the revised behaviour categories, exploring looks to move from one physical or relational space to another but protects that space once gained. On unsuccessful negotiation of new space the previously occupied space is strongly re-taken and is seen where JY, in the first conversation script (Appendix Four: Line 8), is rebuffed by the group. He aggressively displaces LY from the relational hierarchy position he once occupied, which LE has just attempted to occupy and asserts "Go away titch no-one likes you go home!" (Line 17).

Therefore supporting, welcoming, protecting and exploring are all vehicles which appear to be facilitating the building and maintaining of a self-determined identity. Although, looking closer at their practice and the re-conceptualised use of language this indicates a more positive and creative outlook to developing their identities than that which Bauman suggests. Where he views their practice as born of a critical collapse in community and with it the innate sense of belonging intrinsic to close community ties resulting in obligatory self determinism, the students' practice suggests determinism is not obligated to the self. It is rather a collective obligation and reflexively engaged determinism negotiated through symbolic and linguistic codes evident within their discourse. It seems they are far from lacking the tools needed for the task of maintaining such but are rather re-devising the linguistic and interpersonal tools necessary to help them achieve this goal.

11) Summary

In order to illuminate an analytical framework through which to view data findings for the CoPE discourse intervention this chapter presented and analysed data findings from the students wider social practices. Corresponding behaviours and language codes engaged within these practices have been considered through drawing on Bernstein's theoretical framework. Three key points have been illuminated:

- Discourse provides a vehicle for locating or positioning one's identity in relation to significant others within an overall relationship building strategy.

- Public and formal codes engaged sustaining discourse in their elaborated or restricted forms are no longer, in this contemporary context, embedded in a class based model of interaction. These codes are being re-conceptualised as a means through which the collective and individual identities and narratives of actors engaged in discourse and relationship building strategies are managed, negotiated and constructed.
- The students are not engaged in activities supporting obligatory self-determinism but are rather engaged in activities within which each actor is obligated to theirs, and those significant others', collective determinism.

The key points do not provide definitive referents but do provide a lens through which to analyse data from the CoPE discourse intervention. Reinterpretation of the students' practice in the light of new findings is always a possibility given the reflexive nature of the methodology.

Chapter Four

Data Analysis and Presentation - Discourse Intervention.

This chapter outlines, presents and analyses data from the CoPE discourse intervention engaged over three key skill activities. In the first section I explore a correlation between the discourse intervention and the students' developing understanding of CoPE key skill concepts. I analyse this correlation by drawing on Bauman's (2001) notion of fluid culture where identity is conceptualised as a de jure project requiring the sustaining of one's identity within relationships. I then further draw on Taylor's notion of an existential link between identity and orientation engaged within relationships. Key questions are illuminated, which, when being answered through reflexively engaged discourse and relationship building strategies inform each student's identity and future orientation.

This chapter then explores the contours of the students' relationship building strategies further in order to illuminate an emerging theoretical framework. I first examine the social structure of language then examine the linguistic structure of students' dialogue signified within their observed social relationships. The students' perception of my role and that of their peers are considered in relation to the theoretical framework emerging from this analysis. I explore how language engaged in discourse between actors supports the self narrative and subsequent access to the CoPE award. The emerging theoretical framework provides the basis for discussion in chapter five.

1) Outline of the Discourse Intervention

The discourse intervention was devised in response to conflict identified between the students perception of teamwork and the CoPE concept of teamwork. The CoPE concept of teamwork assumes a sequence of events engaged in a group activity is a part of the same process. The students did not perceive the same sequence of events as a part of a process. This became apparent when the students were asked to fill in the review sheets for the CoPE key skill of teamwork. They appeared to have restricted access to a language framework through which to express the required CoPE conceptual understanding. An intervention was needed, within which mutually understood language codes could develop. Once each other's language codes were mutually understood interpretation skills would be developed enabling the students' conceptual understanding of the key skill to be made accessible and interpreted onto to CoPE Review sheets.

It was on this assumption that a trial intervention using discussion as a vehicle for developing mutual language was conceived. The students and I would discuss their social lives and experiences both inside and outside school and, in doing so, create an informal relational context within each session. My assumption was that discussions with the students would subsequently help me understand their conceptual understanding and language used to describe their social practice. My relationship with them would also create a connection through which I could help them interpret their conceptual understanding into language required for key skill assessment. By engaging social discussions in the formal, structured session and whilst engaging the practical learning experiences, this would help the students make the connection between the learning and activities engaged and their experiences outside officially recognised schooling. Theoretically this approach aimed to explore a model of knowledge production, which would legitimise the students' language and subsequently their identities within their life worlds.

Data from the intervention was gathered through the following methods:

- Observed practice
- Semi-structured interviews (See Appendices Seven, Eight and Nine)
- Journal recordings
- Maintaining progress charts

The above methods were used because there was the possibility of my becoming so involved with the observed group that my familiarity with the participants may have led

me to overlook aspects of their practice which would otherwise be apparent to the non-participant observer. The above methods also offered different perspectives of the same practice from which to draw and compare findings.

Section One of Data Analysis

2) The Discourse Intervention: Presentation and Analysis

Fig. 12: Key skill – Working with Others in a Group

Name and gender of Student	Unit & Project chosen	Reasons for choice	PDR start & Finish dates & Grade	Project Finish date
BT fm	<u>Unit 8</u> <u>Smoothie making</u> Develop & Market a product	Activity suggested by researcher, student chose healthier option	Start 12 th January Finish 30 th March <u>Grade B</u>	Start 12 th January Finish 26 th January
KS fm	As above	As above	Start 12 th January Finish 11 th May <u>Grade E</u>	Start 12 th January Finish 26 th January
CE fm	As above	As above	Start 12 th January Finish 30 th March <u>Grade B</u>	Start 12 th January Finish 26 th January
LR fm	As above	As above	Start 12 th January Finish 11 th May <u>Grade E</u>	Start 12 th January Finish 26 th January
SD m	Milk-shake making	Activity suggested by researcher, student preferred its taste	Start 12 th January Finish 30 th March <u>Grade E</u>	Start 12 th January Finish 26 th January
LE m	As above	As above	Start 12 th January Finish 4 th May <u>Grade E</u>	Start 12 th January Finish 26 th January
RD m	As above	As above	Start 12 th January Finish 30 th March <u>Grade E</u>	Start 12 th January Finish 26 th January
LY m	As above	As above	Start 12 th January Finish 30 th March <u>Grade B</u>	Start 12 th January Finish 26 th January
SY m	As above	As above	Start 12 th January Finish 30 th March <u>Grade E</u>	Start 12 th January Finish 26 th January

Name and gender of Student	Unit & Project chosen	Reasons for choice	PDR start & Finish dates & Grade	Project Finish date
JT m	As above	As above	Start 12 th January Finish 4 th May <u>Grade E</u>	Start 12 th January Finish 26 th January
RS m	As above	As above	Start 12 th January Finish 30 th March <u>Grade E</u>	Start 12 th January Finish 26 th January
DS m	As above	As above	Start 12 th January Finish 30 th March <u>Grade E</u>	Start 12 th January Finish 26 th January
NY m	As above	As above	Start 12 th January Finish 30 th March <u>Grade E</u>	Start 12 th January Finish 26 th January

Additional data

- a) Each student started the project during the same session and completed the practical task of developing a milk-shake or smoothie within three weeks of starting. Completing the PDRs took longer because each student found completing the Do and Review sheets difficult to complete. The students found completing the sheets difficult to complete because they did not understand the meanings of many of the questions. Sue (staff) recorded her observations on a session evaluation sheet on 9th February stating "Paper work session, catching up on PDRs. The group got very stressed out about this paperwork they needed to do and also get to grips with understanding this."
- b) The CoPE introduction and initial explanation of paperwork resulted in language being identified as problematic. This introduction was conducted on 7th January. The research intervention, started on 12th January, aimed to increase practical experiences, and introduce one to one and group discussions when filling in Do and Review sheets. Although many students had hand written the Do and Review sheets in a group context by the end of January, all the sheets were written in a restricted code. In order to develop these language codes to meet the elaborated language code requirements of Grade E or B level one to one tuition with each student was required. Carrying out one to one tuition took between thirty minutes to one hour to complete each PDR with each student. Time restrictions on staff and student's weekly school time tables resulted in this process being carried out over a significantly long time period where some Reviews were finally typed on 4th May.

- c) None of the students could identify their role within the team task. None appeared to understand the CoPE concept of teamwork. Dialogue one (Appendix Seven) shows me discussing SY's role in a team and asking him what he did in the project: S "...in terms of the practical, going to Brighton, what did you actually do when you did the research er on the internet and what did you do when you did the poster as well? (SY shrugs)" (Para 3)
- d) In order to understand the students' concept of teamwork staff explored the students' social worlds. Through identifying what staff perceived to be teamwork activities, and each student's role pertaining to those activities within their social worlds, we attempted to help the students interpret these activities and roles using CoPE language codes. This process required a significant amount of discussion exploring the students' social worlds. This process also required establishing a relationship between the students and staff through which this could be accomplished. Those students of whom the staff knew little about their social lives, or who had not long known each other, completed their PDRs over the longest period of time. My discussion with SY (Appendix Seven) evidences this where I became frustrated at the lack of access into SY's social world, "you're giving me one word answer which isn't helping me" (Para 128), and later, "right ok you're going to have to talk a bit more on this one SY `cos you're not helping me here" (Para 146).
- e) Similarly, two female students who completed the PDR in March were able to engage in dialogue with staff and complete at grade B. However, the other two female students who didn't engage dialogue to such a level, completed at grade E. The one male student to complete at the Grade B in March had the closest relationship with staff in comparison with staff relationships with the other male students. The female students were related to each other and conversed with the staff, making accessible their social lives outside the CoPE sessions to me in particular. This was because they were already friends with my daughter and relationships and trust were already established between the students and me. Similarly, the male student had an established relationship with me because he was already a junior leader and had therefore been invited as co-researcher for this intervention.
- f) All the other male students completed the PDRs at grade E. Although dialogue was useful for locating existing knowledge within their social worlds they would not

significantly disclose their social reality and were not able to interpret their activities using the required CoPE language codes at this stage.

- g) Two students evidenced, through discussion and recordings on their PDRs, a similar conceptual view of working in a team. They viewed teamwork as a mutual power sharing concept where each team member works for the good of the whole group, and their own individual good. Roles are not pre-agreed but rather negotiated throughout the process of engaging the task and subsequent relationships, using joking or 'messaging around', as a means of maintaining relational cohesion. As BT stated to me whilst writing her PDR, "Messing around is not about being stupid but keeping everyone happy." Hence a parallel discourse is evident through this behaviour, where relationships are maintained by joking / messing around but serves the aim of achieving the task goals, where identifying your role within a team / group is a requirement of the CoPE PDR language format (Appendix Two: Lines 35 and 40).
- h) When engaged in discussion much of the staff discourse focused on exploring the students' conceptual understanding of teamwork and the roles actors play in their social realities. For example me and SY discussed the leadership role he has when playing football with his friends in the park (Appendix Seven: Para 189-197). It is not until I located the concept of leadership in this context that SY understood the skill of leading a team in terms of business, whilst making the milk-shakes. This activity with SY had helped him understand a key CoPE concept of teamwork whereby each person has a role within the group (Appendix Two: Lines 23, 24 and 31).

3) Data Analysis: Developing a New Set of Concepts

As identified in chapter two the students saw my role as a trusted adult who has life experience. This life experience is made accessible through my relationship with the students. This experience, when accessed will help the students achieve their future aspirations. However the above data findings suggest students' access to learning the required CoPE language is not solely restricted through insufficiently developed relationships with staff. Access to learning the required CoPE language is also restricted because of their conflicting conceptual understanding of teamwork. Therefore creating a language barrier as staff tried to locate and signify the CoPE concept of teamwork in the students' social worlds.

This shift in conceptual understanding arguably derives from within the students' fluid culture and it is this shift in conceptual understanding which restricts the students' access to completing the required PDRs rather than, as assumed, linguistic barriers.

The students' approach represents person focused values using the task as a constructive means for developing relationships. When adopting this approach the end appears to be the mutual supporting of individual group members' future goals. This theory is plausible because for all the students, other than finding it fun making milkshakes, the project held little interest for them in terms of key skill conceptual understanding and subsequently helping them achieve future goals. The underlying conceptualisation of teamwork alluded to by the PDRs subscribes to a task focused activity within which group members act within clearly defined individualised roles. The end is the completion of the task rather than the task facilitating a socialising context, which supports relationships between participants and the subsequent end of accessing future goals. The notion of the end as the completion of the task appears unproductive when placed against the students' conceptual understanding. This notion also invites Arendt's criticism of teamwork approaches into the contemporary context

There can be hardly anything more alien or even more destructive to workmanship than teamwork, which actually is only a variety of the division of labour and presupposes the breakdown of operations into their simple constituent motion (...) (1958: 161)

The conceptual conflict illuminated is a key finding and is indicative of an emerging conceptual perspective of reality and the world around the students. Thus requiring either the development of new or adaptation of existing officially recognised language codes, through which to help the students interpret their conceptual understanding. However, the students are still developing their own conceptual understanding of teamwork. Therefore developing a mutually understood language code through which they might express their conceptual understanding in order to complete the PDRs is problematic. It is problematic because the students appear incapable of making meaningful their experiences and conceptual understanding within the restraints of their language code. When considering Bernstein's (1971) theory of language codes, the primary language code identified as being used within relationship building and maintaining behaviours engaged in social practice (doing PDRs without prior relationships established uses restricted public code) is that of a restricted public code.

However, the incapacity to make meaningful their experiences is not exclusive to all the students. When looking at fig. 9 BT and LY do appear to have moved towards making meaningful their experiences. Their written work is expressed in what is akin to Bernstein's elaborated public code. It is also notable that both students had established their relationships with me over a longer period of time than most of the rest of the other students. Whether this established relationship with me helped these students interpret their conceptual view of teamwork into that required by the CoPE PDR is explored further through interviews and further analysing the audio recorded discussion (Appendices Eight and Nine). This exploration is presented in section two.

Reflecting on this point before exploring it further though in section two, although inconclusive, it is plausible the relationship established with me had provided a context for these students to develop a hybrid elaborated code. Given the other students had not evidenced development of hybrid language codes it is logical to assume, when considering the possibility of relationships acting as a context for language development, they would have found making their experiences meaningful restricted in terms of accessing and developing a mutually understood language. This is because we did not have a relationship established prior to engaging the discourse intervention, and time limitations would have restricted sufficient language development.

Fig. 13: Key Skill – Improving Own Learning

Name and gender of Student	Unit & Project chosen	Reasons for choice	PDR start & Finish dates & Grade	Project Finish date
BT fm	<u>Unit 11</u> Create Personal Journey Booklet	Learn more about herself and look at how she has changed	Start 2 nd February Finish 11 th May <u>Grade B</u>	2 nd March
KS fm	<u>Unit 4</u> Look after electronic baby & work experience in nursery	To help make an informed decision after leaving school to become a young mum	Start 2 nd February Finish 25 th May <u>Grade B</u>	16 th March
CE fm	<u>Unit 4</u> As above	As above	Start 2 nd February Finish 18 th May <u>Grade B</u>	16 th March

Name and gender of Student	Unit & Project chosen	Reasons for choice	PDR start & Finish dates & Grade	Project Finish date
LR fm	<u>Unit 4</u> As above	As above	Start 2 nd February Finish 18 th May <u>Grade E</u>	16 th March
SD m	<u>Unit 11</u> Create Personal journey booklet	To learn more about himself and see how much he has changed	Start 2 nd February Finish 25 th May <u>Grade E</u>	11 th May
LE m	As above	As above	Start 2 nd February Finish 25 th May <u>Grade E</u>	11 th May
RD m	<u>Unit 11</u> To create a personal journey DVD	To explain to new intake the skills he has learnt since joining CoPE	16 th February 18 th May <u>Grade E</u>	23 rd March
LY m	<u>Unit 11</u> Create Personal journey booklet	How much he has learnt & how jnr leadership has changed him	Start 2 nd February Finish 4 th May <u>Grade B</u>	4 th May
SY m	As above	To learn more about himself and see how much he has changed	Start 2 nd February Finish 18 th May <u>Grade E</u>	4 th May
NS m	As above	As above	Start 2 nd February Finish 18 th May <u>Grade E</u>	4 th May
JT m	As above	As above	Start 2 nd February Finish 18 th May <u>Grade E</u>	25 th May
RS m	<u>Unit 11</u> To create a personal journey DVD	To explain to new intake the skills he has learnt since joining CoPE	Start 16 th February Finish 18 th May <u>Grade E</u>	23 rd March
DS m	As above	As above	Start 16 th February Finish 4 th May <u>Grade B</u>	23 rd March
NY m	As above	As above	Start 16 th February Finish 25 th May <u>Grade E</u>	23 rd March

Additional data

- a) Data presented in fig. 13 indicates that either producing a journal showing a personal learning journey, or engaging a parenting course through looking after a

virtual baby, was engaged by all the students for up to twelve weeks. All the students had started the project using the journal activity as a vehicle for developing conceptual understanding of the key skill. However, when three female students heard about a parenting course run through the youth wing using a virtual baby they requested they do this activity. As the parenting course lent itself to discussion more suited to reflecting on the skill of improving own learning I agreed. The journals were used as an activity facilitating discussion for the key skill of research instead. Hence, the female students carried on completing their journals. Data presenting their progress attaining this key skill is presented in fig. 13.

- b) The three female students (KS, CE, LR) completed their parenting course over a four week period. I had agreed for these students to commence the parenting course and made the changes to the key skill focus because they had explained they felt this learning would help them later in life to make informed life choices regarding being young mums. They argued that although they thought the personal journey was important and they recognised the key skills were a necessary part of gaining the GCSE level accreditation, the practical learning opportunities provided by the parenting course were of primary importance. Therefore I suggested the journal could still be completed and made useful as a learning opportunity, but through reflecting on the key skill of research for which data is presented in fig. 10. Therefore data presented for the journal project overlaps with time periods presented in fig. 14.
- c) All the students completed the journals by either of the following methods:
 - Photographing their social practice engaged with friends on mobile phones and transferring the images to computer via blue tooth. The students then asked their friends for comments on the photos and the students typed these comments into the journal
 - Producing a DVD through a media company where groups of friends were filmed talking to each other about their experiences in CoPE.
 - Researching family trees on the internet, talking to parents and collecting photos of themselves as babies then producing this information in a book. All but two of the males completed the personal journey books outside the formal session period time. The students needed little motivation or support from staff to accomplish this.

- d) When the male students, who had chosen to produce a DVD, finished their journal other male students within their friendship group, who had chosen to produce a journal using a different media, ceased producing their own journals and started spending much of their time socialising with the students who had completed the DVD. Staff commented on this practice in the evaluation report dated 30th March, the week after the DVD project finished, "The group really seem to be struggling with doing their work on their own without a member of staff walking them thru'...the group loses concentration quickly and are all very easily distracted." The students who had produced the DVD had been guided by the media company instructor. However, the students producing their journals using photographs and interviews with parents had worked independently, although I had asked them to spend some time away from the projects to discuss the key skill PDRs with me.
- e) During their interviews filmed on the DVD, DS, RD, RS and NY all said they understood the social and practical aspects of CoPE as being critically important to helping them achieve the key skill levels of attainment they were currently engaged in. However, these students also stated the level of reflection and concentration required for writing PDRs, and the intensity of related discussions had led to them experience increased difficulty which obstructed their engagement in the session activities. Staff subsequently reflected on the students' social practice and behaviours observed during the period they experienced difficulty. Staff later raised the possibility that the students' conceptual key skill understanding, although relevant to the activities, was developing disproportionately to their stages of maturation. Thus, a dualism was being fostered between the students' social and conceptual development and subsequently presenting them with a dichotomy between accessing the CoPE award and maintaining relationships. This dichotomy and the following issues were now identified as restrictions to the students learning, which would need to be considered before developing any further interventions:
- Each student's stages of maturation.
 - The depth of student / staff relationships.
 - Understanding of language codes between staff and students.
 - Availability of activities engaged by students in their social lives which could be discussed to develop mutual understanding of key skills.
 - Each student's willingness to engage discourse with others and myself.

- f) Each of the above personal journey projects involved students' recording their personal views about their relationships between friends, family and themselves. Much of the students' recording, both written and verbal, expressed emotions they felt in situations encountered. Specific reference was made to trauma experienced through parental break-up, bereavement or students' struggle coming to terms with the hard work endured on the CoPE course. DS expresses these feelings on the DVD, "I used to enjoy it but now its hard work with loads of writing but at least I get a GCSE from it." After seeing the DVD and listening to these comments I spoke to DS acknowledging that I had listened to his concerns and was exploring ways of reducing anxiety and tension on the course. DS explained "I don't want to be rude but it's how I feel."
- g) Where staff worked with individual students to complete their PDRs those students not being helped became disengaged with the activity and practiced relationship building strategies such as playing together. Maintaining also stood out as a significant behaviour engaged where the male students laughed and joked with one another consistently. However, they were not observed trying to engage the rest of the group in this behaviour. They were neither playing around because they had finished their work, as they still had their PDRs to complete and could have asked for guidance.
- h) Data presented in fig. 13 shows two of the males, NS and SY, took four months to complete their journals. This was a longer time than I had allocated for the sessions. These students had been willing to engage one to one discussions during the planning stage although, when engaging discussions it became evident they wanted to compile a personal journey of their childhood but both students had a mother or father who had left the other partner. Both students currently lived, at the time of gathering the data, with the parent remaining at home. Both students' parents with whom they lived with either could not or would not access each student's childhood photos. However, they would talk to the students about the past. The project therefore took a long time to complete due to difficulties accessing information rather than the students' inability or unwillingness to access the learning.
- i) Other than the above two students, those students who completed either the journal or parenting course within six weeks had worked with other students to complete the tasks. Of the four male students completing the personal journey DVD

together, and the four female students simultaneously completing the parenting course and journals together, each group had one member who had also explained in their teamwork PDR that they understood teamwork as a mutual power sharing exercise where each member of the group supports the other members.

- j) Excluding NS and SY, when analysing data in fig. 13 the students who took the longest to complete the journals had also stated in their teamwork PDRs, contrary to the above two groups of students and their perception of teamwork, that they conceptualise teamwork as having defined leaders and support workers. Each student perceives themselves as a leader. Subsequently, it is noticeable that of the students who took longest to complete the journal, most had worked by themselves without the support of other students. However, of this group but in contrast to them, LY completed at the same time and attained grade B rather than Grade E. The possibility is therefore raised that in order to accomplish this level of attainment, even though he had worked by himself, his established relationship with staff had helped him access the language codes required to complete the PDRs.
- k) Opportunity for students to attend work experience placements became available in April. I was requested by all the students to attend placements. I agreed to their attendance because the work experience appeared important to them. Although this meant some students were absent from CoPE for a number of sessions, many of the students had one to one discussions with me in their own time to complete the PDRs. Hence three male students met with me during the Easter holidays for a one hour discussion each.
- l) Fig. 13 presents a significant increase in numbers of students achieving grade B written work compared to the data presented in fig. 9. This raises the possibility that the students are learning to critically reflect on their learning and interpret their conceptual understanding into the required language codes. The PDR questions are written such that students cannot answer them unless they interpret their experiences into officially recognised conceptual language. Three female and two male students completed this key skill at grade B. Although the discourse approach could have had some effect on developing mutually understood language and conceptualisation it is not clear how this approach increased access to the required codes to complete the written PDRs.

4) Data Analysis: Accessing Codes and Developing a Capacity to make Experiences Meaningful

As the intervention develops it is evident, when observing data presented in fig.13, an increasing number of the students are accessing a language code through which to translate their experiences to me, and subsequently into the required CoPE language codes. The following section analyses this finding in relation to the emerging theoretical framework and in relation to the wider theoretical field.

5) Making Sense of Who I am

Both activities (creating a journal and the parenting project) suggest the students have engaged increased self-understanding and self-knowledge as the focus for learning. Hence, questions exploring self-identity might be argued as motivating the students engagement of the activities where improving their own learning focuses not on cognitive production of conceptual knowledge but rather a holistic understanding of themselves. The activities therefore engaged the students in the learning process because the activities were made meaningful through supporting self-identity development. Once engaged, the activities then provided a focus for discourse and subsequent development of mutual language codes suitable for interpreting the key skill concepts related to the activities.

This is a plausible explanation for the students' increased engagement with the activities and subsequent learning and is supported by Bauman's (2001) claim that where community collapses identity is invented. He states where identity is invented questions about one's identity are raised. These questions can be identified when considering Taylor's (1989) notion of an existential link between identity and a kind of orientation. He states "know(ing) who you are is to be orientated in moral space, a space in which questions arise about what is good or bad (...) what has meaning and importance for you" (Taylor 1989: 28). Therefore, questions posed as identity is invented are who? (am I, are you, are we), why? (are you, we, am I here), what? (in my, your, our actions represents Good or Bad). Hence, the personal journey resonated with each student's quest for personal meaning in what seems to be a narrative story of being and becoming in which they are engaged. Where Bauman argues the structures of modernity, including rites of passage and class systems, have been melted into an ever flowing and ever changing contemporary society the personal journey offered each student the opportunity to locate and reference their identity within historical, contextual and future orientated planes. The question "Who am I?" is tentatively answered via the DVD project, chats with friends and for some, chats with parents.

Hence, for each student, locating their current social position in relation to memories and relational referents in their childhood is critical for constructing a self-identity from which to view the future and maintain a becoming self.

6) Preparing to Become: The Reflexive Self

Furthermore, the baby project helped the students assess future risks associated with parenthood from the safety of their current narrative identity. Thus again making meaningful their learning experiences in relation to their narrative story. The personal journey project however helped maintain the student's narrative in a different way. It helped secure their current identity through helping them understand who they had become when reflecting the current self against who they were as a child. The ontological security provided a referent from which to assess existential dangers associated with managing new relationships.

The associated dangers are those which are likely to destabilise the current self-identity. Therefore, intrinsic to the students' social practice is the need for constant risk assessment in order to maintain that self-narrative within the conditions of liquid modernity. This theory is again supported when considering Bauman (2000). He argues the hallmark of our current liquid modern society is the emergence of the transient self, a future orientated project where identity has shifted from *de facto* (emphasis added) self to *de jure* (emphasis added) where one is no longer born into one's identity but into a reflexively being and becoming identity. He states we are no longer born into our identities "(...) needing to become what one is is the feature of modern living" (2000: 33). Hence, where the conditions of liquid modernity subsequently dictate constant risk taking to maintain the becoming self, becoming is made safer through first making risk assessments.

Exploring this notion of risk assessing further we might consider the baby project and personal journey activities in relation to Giddens' (2001) notion of living in trust cocoons. He states, each individual is conditioned to what he calls normal appearances, meaning "the routines individuals follow, as their time-space paths criss-cross in the contexts of daily life, constitute that life as 'normal' and 'predictable'", and "basic trust is fundamental to the connections between daily routines and normal appearances" (2001: 127). He suggests, this basic trust is usefully analysed as

Umwelt, a core of (accomplished) normalcy with which individuals and groups surround themselves (...) In the case of human beings, the Umwelt includes

more than the immediate physical surroundings. It extends over indefinite spans of time and space and corresponds to the system of relevances. (2001: 127)

He argues it is, “the mantle of trust that makes possible the sustaining of a viable Umwelt” (2001: 129). Therefore, where liquid modernity presents the students with existential dangers located in an uncertain future, the trust cocoon becomes challenged if not already broken. Challenges are faced through parental break-up, family death, or arguably through disaffection from school normative practices by being assigned to CoPE in BYW.

Where the students’ trust cocoons had been previously challenged the relationship building and maintaining behaviours, and subsequent discourse, engaged in CoPE sessions developed trust and rebuilt (or strengthened) the trust cocoon within the context of those relationships. Self-identity development was sustained within these relationships including those with staff. Therefore, the learning and experiences associated with the personal journey and baby projects were made meaningful in terms of maintaining the student’s narrative and as creating opportunities to risk assess further aspirations.

7) Discourse – a Vehicle for Mutual Negotiation of Language

Through engaging discourse the staff had become an intrinsic part of each student’s trust cocoon and self-identity development and as such, a referent from whom to make risk assessments both for the future and against existential present dangers. Subsequently, through this discourse the students were able to interpret experiences and conceptual understanding relating to the activities through an emerging mutually derived language and thus into the required format on the PDRs. The activities served the holistic development of a becoming self through offering risk assessments against dangers such that the students could safely move towards the desired next stage but also gain currency, through CoPE accreditation, to access further opportunities for becomings when older.

Hence, this analysis raises the possibility that mutually understood language and subsequent knowledge production can derive through discourse. Re-visiting data and exploring this possibility further, findings indicate the students’ increased ability to interpret their conceptual understanding into that of the required CoPE format corresponds with a developing understanding of language, values and meanings signified within shared experiences between staff and individual students. Furthermore

the students were not able to develop understanding of the required CoPE concepts, or interpret their conceptual understanding through this mutual language independent of those staff relationships. This raises the possibility that an interpretative language through which the students' experiences were being made sense of has derived through dialogue between themselves and staff as the relationships developed.

Where the students' were unable to develop understanding of the required concepts independent of staff relationships this doesn't necessarily imply they had not begun to understand the concept. This inability could be attributed to mutually developed language not having the dialectic range through which the students could interpret the CoPE concepts at that point. In which case, relationships between staff and students required more time through which to develop a wider dialectic range. It is unclear what was restricting the students' access to understanding the concept independent of relationships with staff, but what is becoming evident is that mutually understood linguistic codes correlate with relationships developing between students and staff. The relationships though, appear to act as vehicles for accessing interpretative skills and subsequently enabling the students to express their conceptual understanding of the key skill and learning gained. Thus, not only has identity been illuminated as reflexive in this research, but the findings in fig. 13 raise the possibility that learning is reflexive where the staff and students are becoming teachers and learners together.

Fig. 14: Key Skill: Conducting a Piece of Research

Name and gender of Student	Unit & Project chosen	Reasons for choice	PDR start & Finish dates & Grade	Project Finish date
BT fm	<u>Unit 6</u> Research extended work experience	To research job opportunities in childcare for when she leaves school	Start 4 th May Finish 15 th June <u>Grade B</u>	7 th June
KS fm	<u>Unit 11</u> Research childhood history. Ceate personal journey booklet	Wanted to see how much she changed. Create a book about her social group	Start 16 th June Incomplete <u>Grade B</u>	9 th March
CE fm	<u>Unit 11</u> As above	As above	Start 2 nd February Finish 15 th June <u>Grade B</u>	7 th June

Name and gender of Student	Unit & Project chosen	Reasons for choice	PDR start & Finish dates & Grade	Project Finish date
SD m	<u>Unit 3</u> Research new hobby or interest	Explore history of F1 car design: Interested in career prospects	7 th June 22 nd June <u>Grade B</u>	15 th June
LE m	As above	To research theme park rides prior to visit	Start 1 st June Finish 22 nd June <u>Grade E</u>	15 th June
RD m	As above	As above	Start 4 th May Finish 10 th July <u>Grade E</u>	7 th June
LY m	<u>Unit 6</u> Research work experience	To explore how children learn in the classroom	Start 18 th May Finish 7 th June <u>Grade B</u>	7 th June
SY m	<u>Unit 3</u> Research new hobby or interest	To research theme park rides prior to visit	Start 4 th May Finish 7 th June <u>Grade B</u>	7 th June
NS m	As above	As above	Start 4 th May Finish 10 th July <u>Grade E</u>	7 th June
JT m	As above	As above	Start 4 th May Not finished	7 th June
RS m	As above	As above	Start 4 th May Finish 10 th July <u>Grade E</u>	7 th June
DS m	<u>Unit 6</u> Research work experience	Explore career: Football coaching opportunities	Start 4 th May Finish 15 th June <u>Grade B</u>	7 th June
NY m	As above	As above	Start 4 th May Not finished	7 th June

Additional data

- a) Eight students completed the PDRs and the project within six weeks of starting. They required little assistance from staff (to do so). All these students achieved grade B for this piece of work. However, this was not without growing conflict and frustration experienced between all the group members. Prior to and after completing the work, these eight students had become frustrated with six of the remaining male students who appeared unable to understand the official conceptual language required to complete the PDRs. These six students could not work without constant staff supervision and had consistently been laughing and joking with each other and subsequently, distracting other group members from

their studies. Four of the students who had already completed the projects and PDRs had subsequently requested the six students be removed from the group because they were, as DS explained, “messaging around and distracting us so we can’t get the grade B we want.”

- b) When talking to four of the students deemed to be messaging around NY said to me “I want to learn, you just don’t give me any help, if you send me to Penhill (an offsite youth centre where he could have more one-to-one contact with staff) I’ll not turn up to anything...you always blame us for messaging around” (15th June).
- c) Identity and a sense of belonging to the CoPE group had been established, including with the six students who were accused of “messaging around.” Belonging to the group and maintaining that group identity required adherence to a social code of conduct. One underlying code of conduct appeared to require each member to support others’ access to future goals. The six students deemed to be messaging around were seen, by the other students, to be restricting others’ access to lives they aspired to as adults and were therefore being reprimanded. Notably, on one occasion the threat of being removed from the group induced significant anxiety to those being reprimanded. Once reprimanded they attempted to re-engage their work. However, after half an hour of re-engaging with their work they had returned to messaging around. Furthermore, on 29th June three students who had completed their research projects, and were attempting to engage further work, were being distracted once again by these six students. The three students asked me to warn those six students they could be sent home, or down to Penhill and excluded from the group.
- d) The above practice suggests socialising is paramount to maintaining group relationships and cohesion, but sanctions are placed on those restricting others’ access to future goals. In response to this observation I asked BT and CE what their primary motivation for attending the club sessions at BYW was. BT replied, “we go to evening and lunch club sessions to socialise but we come to CoPE group to socialise and do the work but we do the work through socialising.” When observing the practice of those students’ who were seen by other group members as messaging around through BT’s perspective, although they had maintained their social practice, which was deemed acceptable, they had not been able to use that practice to support further access to future goals.

- e) Each research project focused on a specific area of interest for the student. Some male students spent significant time using computers at home to gather information for their chosen research topic. When carrying out the research these male students gathered and analysed data specific to the research question. When engaging previous projects the same students had gathered information of which significantly less was relevant to the research question but it was relevant to the broader field of research.
- f) As explained in the analysis of data presented in fig. 13, three female students used the challenge of creating a personal journey in any media as the basis of their research project. Hence, the project which was important to them became a vehicle through which to learn the key skill of conducting and presenting a piece of research. These students also gained a grade B through this project.
- g) The use of ICT for this project was the most commonly chosen research method. Significant quantities of information was cut and pasted from websites by students choosing this research method. Summarising the information gathered was carried out by discussing the topic of interest with staff. Many students subsequently presented this information visually using Microsoft power point.

8) Data Analysis: Systems for Maintaining Present and Future Realities

Observation and analysis of the students' practice in this chapter illuminates a practice which primarily consists of relationship building strategies (categorised in the behaviour descriptors) and linguistic codes, which support relationship building. This reflects the theoretical framework emerging from chapter two. Opportunity to engage and maintain these practices made available within CoPE and other BYW club sessions provides a primary motivation for the students to attend, engage learning and socialise within the sessions. Reflecting on this observation and the emerging theoretical framework, it is through these socialising practices acted out within the context of the CoPE sessions that a foundation of group identity and a group protective cocoon is being negotiated and established. Within the group relational framework and conditions within which this group identity is established, self-identity is also being reflexively engaged. It could be argued that maintaining this socialising process via staff maintaining relationships with students, facilitating peer relationships (through organising time and space) and group identity forming over the previous nine months has supported development of mutual understanding and interpretation of conceptual skills through discourse. However, it is unclear how the above process and specifically developing relationships between staff

and students triggered or supported this learning. What is illuminated though, is relationships between staff and students act as vehicles for making sense of knowledge requirements and interpreting conceptual meanings of key skills. This conceptual meaning is located and seemingly derived from within the following:

- The students' social worlds and the corresponding realities engaged inside and outside the schooling environment.
- The students' conceptualised view of present or future reality in which the key skill required can be understood.

Academic achievement in CoPE sessions also appears to correlate with the students increasing ability to make sense of the official conceptualisation of key skills and locating them within their past and narratives (e.g. family ties and generational influences and values).

9) Being and Becoming Together

In the context of the CoPE sessions, the socialising process engaged within a community of peers is the primary vehicle through which self identity is explored. A key question raised through analysis of data presented in fig. 13, stands out as significantly important for the students when they also engaged the research project. This question asks who am I to you? and subsequently, how are we becoming together? However, creating a safe environment through which to explore this question within the practice of becoming together or reflexively being requires defined, ethical boundaries, which are assertively maintained by some of the students. This point can be identified when considering data presented in fig. 12, fig. 13 and fig. 14: 9 -11, where some students requested the expulsion of other students who were seen as messing around. The next section uses this example to identify the contours of the ethical boundaries and explores how they support self-identity and future becoming.

The practice engaged by the male students, who had been requested to leave the group, focused on consistently messing around and having a laugh and joking. From the whole group's perspective, this practice would not normally be considered unethical though. Indeed this practice had previously been presented by BT, when completing her teamwork PDR, as a means of maintaining relationships between students mutually engaged in a task and keeping these peers happy. Thus, if messing around facilitated the maintaining of relationships a question is raised as to why staff were asked to remove those students deemed to be messing around from the group. This

would contravene a legitimately, in terms of the students values, engaged practice. To understand this apparent contradiction requires further consideration and can be answered through reflecting further on the practice of those students deemed messing around and requiring exclusion from the CoPE course.

It is noticeable the students being asked to leave were also struggling to complete their work to the required CoPE level and without constant one to one supervision by staff. Willis (1977: 30) argues this practice of messing around and laughing and joking, which he calls having a laff, is deliberately non-conformist where the students are attempting to subvert the authority of the bourgeois values and behavioural norms. However, my previous MA research challenged this theory where the students' practice, which I had observed, illuminated a cultural shift. The meaning of the laff and its use as a means of developing one's identity had shifted within contemporary culture. I argued

Willis' analysis identifies joking and making statements used to represent collective identity and develop its use as a collective cultural skill, where "Interaction and conversation in the group frequently take the form of 'piss-taking'" (1977: 28). This is contrary to its primary contemporary use as a means of entering and sustaining relationships. (Edwards 2005: 26)

Reflecting on this theory and BT's comments, the messing around observed within both groups of students' practice acted as a means of sustaining reflexive relationships, which were being formed in the group. Maintaining relationships sustains normalcy and subsequently a protective trust cocoon. This practice was engaged by BT's group of friends and the male students who had been asked to leave the group and would therefore be seen as ethically good practice.

However, the question informing the students' practice asks who are we? and how are we becoming together? The students asked to leave the CoPE group had maintained practice answering the first part of the question, who am I to you? Although they had made themselves distinct and separable from the whole CoPE group by not maintaining the second part of the question, how are we becoming together? The rest of the group were accessing their 'becoming' together. This 'becoming' together had been accomplished through building relationships with staff via dialogue and subsequently rebuilding their trust cocoon. As trust and mutual discourse was developed between staff and students, staff life experiences had subsequently been made useful within the students' lives because they provided risk assessments. Life

experiences were made useful specifically through knowledge gained, which had derived through discourse, and subsequently made accessible the students' future goals through gaining the PDR accreditation. The projects also provided opportunities for risk assessments made in conjunction with discourse with staff. Hence, these students engaged in becoming together with staff had become different from those students not engaging this stage or their narrative story. Different in terms of whom and how they were becoming. That is who they perceived themselves to be in relation to their life goals and within the relationships engaged with the group members at that time.

Therefore, experiencing this difference was critically felt between group members. One group were accessing and moving towards their life aspirations and those male students messing around were perceived to be restricting the students' access to future goals through drawing valuable staff resources (i.e. discourse, life experience) from them.

When considering the notion of messing around, as posited by BT, whether it is viewed as ethical depends on the effect it has on the whole group within a given stage of becoming and its use within that stage. Looking at the students being reprimanded, their messing around would be (according to the behaviour descriptors identified in chapter one and the emerging theoretical framework) interpreted as them attempting to create a system of normalcy and building relationships with each other to protect themselves against existential anxiety. BT understood the messing around within the teamwork project as a vehicle for accessing future goals and becomings where the outcome of the activity was attainment of the CoPE accreditation for that key skill. Thus her practice was deemed ethical as it supported each member's access to future goals and did not restrict the wider group's access to future goals. The reprimanded students practice was seen as unethical because it did not support the whole group achieve their goals. Had the whole group been engaged at this stage of development this practice would have been deemed ethical, as it would have collectively supported that stage of each student's becoming.

The students protecting themselves against existential anxiety will maintain this practice until they can find a way to access future goals. Asking them to leave though would challenge a fragile cocoon being built between CoPE staff and other adults associated with schooling. Indeed NY clearly states he will just leave Penhill if he is sent there. However, he further places responsibility for his success in accessing future

goals on me, which illuminates the dichotomy he is facing. He desires to access future goals and remain a part of the collective group identity and current stage of becoming, but is also unable to conceptualise the key skills. He sees my role, as educator, therefore responsible for helping him achieve this stage.

To maintain the trust cocoon established between NY, his friends and staff and help them achieve their goals through engaging the next stage of becoming with the wider group, it was important for me to explore ways of developing mutually understood conceptual language. Language developed would act as a vehicle by which these students could access the next stage of becoming and rejoin the rest of the group.

Section Two of Data Analysis: Discourse Intervention (Re-examining Discourse)

To help guide further interventions I first needed to look deeper into the students' practice and their conceptualisation of the reality within which they are engaged in CoPE and their wider narratives. Section two of this chapter therefore re-examines the students' practice through presenting and exploring specific discourses recorded and observed throughout the discourse intervention period. I explore further the behaviours and linguistic codes, identified in chapter one, within the discourses and correlating social practices of a number of individual members of the CoPE group.

Analysis of data presented in section one of this chapter suggests the relationships engaged in BYW between the students and staff are as important a part of the students' socialising practice as those relationships engaged between peers. I stated the relationships between staff and students are intrinsically linked to the students gaining access to linguistic codes. Linguistic codes act as vehicles for accessing future goals and the next stage of becoming. Therefore analysis of data presented in section two of this chapter focuses on the students' relationships with peers, staff and specifically, my role as participant actor within those relationships. To help gather data appropriate to this aim each student's practice is considered in terms of its relationship to the following question:

- How is identity achieved, managed and negotiated within this setting?

Data is presented in two categories illuminating the contours of practice and corresponding linguistic content within the students' social worlds. The first category presents the social structure of language whereby two or more conversations appear to be going on at one time in each of the three discussions. The second category

presents the linguistic structure of dialogue in relation to the students' social relationships illuminated within the discussions. I then locate Bernstein's public code within the students' language. Each category is examined through the lens of the theoretical framework illuminated through the wider contextual research presented in chapter one.

Discussion 1 - SY male (Appendix Seven: Transcript)

Time: 11am

Context: Midway through Easter holidays

Place: BYW main hall computer

PDR: Do and Review sheets – Working with others in a team

Project: Developing product for BYW

Time duration: 35 minutes

Discussion 2 - KS female (Appendix Eight: Transcript)

Time: 8.50am

Context: Turned up to complete PDR prior to attending work experience placement during term time CoPE session

Place: BYW main hall computer

PDR: Plan and Do sheets – Working with others in a team

Project: Developing product for BYW

Time duration: 30 minutes

Discussion 3 - SY and LE males (Appendix Nine: Transcript)

Time: 12.55pm

Context: End of session term time CoPE session

Place: BYW main hall computers

PDR: Do and Review sheets – Improving own learning

Project: Creating a Personal journey booklet

Time duration: 25 minutes

1) Category One: The Social Structure of Language

i) Multiple parallel discourses

During each of the above discussions my role was to support the students' learning and development of their conceptual understanding through dialogue. At various points during the discussions we were interrupted by other CoPE group members who either posed questions to, or made comments about, the students with whom I was in

dialogue. Their questions and comments rarely related to the discussion the student and I were engaged in. The students engaged in the discussions with me did not ask those students who were interrupting to go away. Neither did they signify any noticeable immediate expressions indicating their disapproval at being interrupted.

An example of not indicating disapproval to being interrupted was observed during the discussion between me, SY and LE (Appendix Nine). A number of other group members had re-entered BYW after attending work experience placements. As the other group members entered they had made themselves known to the group, myself and the two students with whom I was engaged in discussion. SY's mediate and immediate expressions indicated no objection to being interrupted. Neither did LE's immediate expressions, but he did object to the students' voices interfering with the audio recording of the discussion. One student says "hello I'm back ..." LE replies "Shush it's on recording..." (Para: 102). Hence, other than interfering with the audio recording in this instance, the students' practice indicated that interrupting conversations is seen as acceptable behaviour and a necessary part of the relationship building strategies engaged by the students.

Interrupting as acceptable practice was also observed during my discussion with KS (Appendix Eight) where we were also interrupted in a similar way. However, where KS accepted interruptions by other students she also engaged conversation with those interrupting. Whilst carrying out a discussion with me she also appeared socially at ease engaging these peers when they interrupted us and also maintaining multiple conversations with other peers via mobile phone and face to face. She also maintained dialogue with her teacher, Miss Smith, relating to her recent work experience placement. These parallel discourses were all engaged within the time period KS and I engaged discussion about her CoPE project. Examples of this practice can be seen where, although she ignored LY's attempts to engage discussion about her friend rejoining BCC, she readily asked him for the mobile phone tune he had just played to her. She also acknowledged his question about CE though, "where's CE and LR?" She explained where CE's was; "CE's in hospital" (Para 148). She later re-engaged this same discussion and additional discourse about her work experience with Miss Smith (Miss Smith had visited at BYW to check some of the students' work experience placement paperwork). KS also held a brief discussion with her friend IP who had arrived at BYW for a chat with KS.

Observations of the students maintaining multiple discourses whilst engaging the CoPE project work and PDRs therefore suggests:

- 1) CoPE attainment is important to the students.
- 2) Maintaining relationships is seen as equally important as attaining the CoPE award within the CoPE sessions.
- 3) Maintaining relationships via discourse with peers in the group is as important as maintaining relationships with peers who are not members of the group.

It is also significant that peers or adults present, who were viewed as helping the student's either maintain or gain access to each or any of the above points, were also invited to be a part of the student's social world within the context of the discussions. These adults were engaged by the students in dialogue in addition to the discussions I was having with them. For example, when BCC work experience co-ordinator, Miss Smith, entered BYW KS readily talked with with her about a work placement at a motor mechanics workshop regardless that KS was already talking with me about her project (Appendix Eight: Para 167)

S "Yeah I know I got shouted at the other day by a teacher in a classroom in front of all the kids. Can you believe it?"

Miss Smith "Yes"

.....

KS "It was well good yesterday"

Miss Smith "Oh wonderful"

KS "I changed a oil thing on a car"

Thus, the practice acted in BYW during the CoPE sessions can be understood as a continuation of a flow of parallel relationships and discourses acted out both within and outside the session and BYW contexts. Maintaining parallel discourses is therefore an important part of the relationship building strategy because they sustain the individual's narrative and subsequent identity amongst significant other actors.

ii) Creating and maintaining a Narrative

Observing the above practice, we see that parallel discourses sustain individual narratives both existentially via mobile phones and within the physical space occupied within the sessions. This illuminates social practices which simultaneously support and engage individual and collective group narratives within a multi-dimensional reality.

Each narrative is intrinsically linked to, and inseparable from, significant other actors' narratives. Furthermore, when re-examining the discourse findings through the lens of this theory the multi-dimensional reality each student is engaged in comprises of metaphorical scenes acted out as part of the self narrative. These scenes are regulated through discourse where the linguistic structure of dialogue within discourse mediates each actor's subjective intent to other actors. This point was illuminated in chapter three where the importance of the linguistic structure in discourse was argued to lie in its ability to act as a vehicle to mediate individual's subjective intent within a corresponding framework of immediate expressions. However, linguistic structure and the correlating language codes also mediate smaller, but noticeable, shifts relating to individual's strategic re-positioning within that discourse engaged whilst maintaining the overall consistency of dialogue. These smaller shifts are negotiated through the parallel discourses, which are subordinate to the overall category engaged in the discussion with me. This can be seen in a similar example taken from the findings presented in chapter two and is explained below.

The observed and agreed social practice of the junior leaders when planning the Big Brother event (Appendix Four) presented in chapter three was building. The discourse engaged acted as a vehicle for mediating each actor's subjective intent to engage the practice of building relationships. However, within that building behaviour, sub-behaviour categories were also engaged and presented within the findings. The co-researchers and I agreed it is the sub-category behaviours which were mediated as smaller shifts relating to strategic repositioning within the overall category of building relationships. Hence, the overall behaviour category was agreed to be that practice which stood out as being consistently engaged and shared by all the actors throughout the duration of that observed practice. Hence, the sub-category behaviours mediated primarily through parallel discourses observed during the discussions served the purpose of sustaining the overall category engaged by the student and I within the discussion. It was because the parallel discourses supported the maintaining behaviour engaged in the discussion with me that the student was able to maintain the consistency of dialogue engaged with me whilst managing parallel discourses.

I theorised in chapter three the overall behaviour categories and their differences in relationship to other overall behaviours represent a flow of moments engaged by the students. It is this flow of moments which I have presented as scenes engaged by all the participant actors below. These scenes are sustained in part through parallel discourse identified within the discussions. The scenes, also apparent in their

differences, represent flowing moments of each student's becoming self. Through which an historical, current and future orientated and holistic narrative is created and negotiated. The scenes presented below are in no particular order because they do not represent a linear narrative, but rather the multi-dimensional nature of that reality. The headings however, locate them within the theoretical framework illuminated so far.

2) Categories for Scenes

Scene 1: Maintaining friendships

Over the course of the CoPE intervention, although not recorded, many of the students referred to their social lives during the discussions with me. References to their social relationships appear fragmented and eclectic at times. For example, during my discussion with KS her friend had just rung her and I asked how her friend was, "well she's not going back to Davison no more she's refusing to go 'cos she wants to move back here" (Appendix Eight: Para 85).

KS then almost immediately asked for a mobile phone tune to be sent via blue tooth to her phone by LY, who had just waved his phone at her whilst it was playing the tune, "You can send that to me LY..." At the end of the PDR discussion she engaged dialogue with another friend, IP, and discussed social activities. Hence, it appeared that KS ebbed and flowed in and out of social discussions whilst engaged in completing the PDR.

Scene 2. Developing trust (cocoons) and mutual understanding with accessible adults

Following from discussions KS engaged me in further discussion about a humorous incident she had encountered the previous day. She also referred to me in an abbreviated form (Para: 97) indicating either an informal perception of my role or that I was perceived as a participant within her social practice

KS "Si you'll never guess what I done yesterday I'm training to be a motor mechanic working in the all girls motor mechanics in Brighton on a Thursday.."

S "Oh wow that's excellent"

KS "I changed a sump yesterday"

S "well done"

KS "I was draining the oil out and I forgot to put a bucket underneath it and it went..."

S "...all over"

KS "Everywhere"

However, during the discussion about her placement experiences KS maintained her engagement with typing her work. This practice of engaging multiple parallel discourses during the discussion with me further highlights the students' ability to simultaneously engage a number of relationships at various levels. Through engaging relationships and the sub-behaviours necessary to support the relationships, whilst simultaneously engaging the overall behaviour within which the discussion was engaged, one scene within the students' identity narrative emerges. Thus, through maintaining the consistency of these scenes and their continuous flow through managing their transitions a self-narrative is maintained.

Scene 3: Sharing experiences of work: Risk assessing the future

Miss Smith, various peers and I were invited by KS to join her in dialogue about her work experiences, which made the discussion between myself and KS appear fragmented. Some of the dialogue, which constituted part of the parallel discourses, might be interpreted as KS making risk assessments within the relational strategy engaged by those actors. Risk assessments were made regardless of the behaviour category engaged, whether a sub-category or overall behaviour category. The risk assessment explored the risks and benefits of experiences she was likely to encounter on work experience placements and how those experiences might support her future orientated goals. Similarly, during their discussion with me, LE and SY engaged in parallel discourse with SD about his work experiences. NY and LY also returned from their work experience placements during the same discussion, interrupted us, and shared their experiences with me (Appendix Nine: Para 108).

The topic of work experience, the risks involved when participating in those experiences and their implications for the future orientated self was a focal point for the students during the discussions. I was invited into all the discussions, whether with KS, or the male students who walked in midway through the session that I was engaged with at the time. My role as educator and participant actor within this scene was therefore an intrinsic part of the students planning of their future becomings. My role in the youth wing and CoPE context helps the students plan for their future becomings by allowing them to make shared and informed decisions with the foreknowledge of likely existential dangers.

Scene 4: Locked outside – Using the laff to gain re-entry:

Being ignored or isolated as an outsider to discourse invokes a strong response. For example, during the discussion between LE, SY and me a number of students (LY, NY

and JT) had returned to the youth wing after completing work experience placements and entered the main hall where we were seated. NY, LY and JT all interrupted me and attempted to engage dialogue with me about their experiences. LE did not signify any negative intent towards these students as they interrupted, but attempted to gain access to their parallel discourse. NY, LY and JT were talking about their placement experiences and LE made comments to them, which were attempts to gain entry into the dialogue. His comments were not acknowledged and he subsequently started making what I assumed to be immature jokes about his peers, “(louder into mic) crack hole ... NY’s a crack hole” (Para: 125). Once this joke was made LE made a further joke directed at JT and LY stating JT had something all over his face.

These personalised jokes appeared to contradict a statement he had previously made during the discussion with me. He had stated, “I’ve learnt how to behave as an adult and not always be a silly little boy. I’m not such a silly person but I’m more sensible now” (Para: 127). It was my view that the statements he had just made were immature and silly although I did not express these views. Once making these comments LE returned to the PDR to complete the review with me. I read the above statement to help remind him which questions he had answered so far, as it was the last entry he had made on the PDR. On re-visiting the script data it is noticeable that he did not indicate this statement contradicted the practice he had engaged immediately prior to reading the statement. However, to me this statement did stand out as contradicting his practice.

An explanation for LE not recognising his practice and comments as being silly could be that he was using the comments he had made to signify a different subjective intent to that which I had assumed. His joking could have been either signifying his intent to release tension and anxiety experienced through not understanding the conceptual language of the PDR, or signifying his intent to enter dialogue with NY, JT and LY using the only means he had available because he was feeling an outsider to the group discussion. If his subjective intent was either of these he would not have interpreted his behaviour and comments towards NY, LY and JT as being immature.

Scene 5: Taking a step towards the future – translating conceptual understanding

A significant proportion of the content of the observed discussions between the students and I focused on developing a mutually understood language through which the students’ conceptual understanding of the key skills could be recorded on the PDRs using the required conceptual language codes. Given the discussion findings

this approach was becoming effective to this end. Data findings show KS was able to understand the CoPE concept of teamwork and the written format required to complete the PDR. For example, as I explained "...then decide on what type of product we are going to make goes before that one." She replies "yeah but it says what is the shared task? ...making milkshakes" (Appendix Eight: Para 8). KS did not mess around, or lose concentration when typing and did not indicate any anxiety, or difficulty interpreting her conceptual understanding into the required code. Furthermore, LE during his discussion was also able to conceptualise the key skill of improving his own learning through reflecting on the personal journey diary he completed as his project. He was able to conceptualise the key skill in his language then, once the concept had been explained, translate that into the required language code (Appendix Nine: Para 21)

S "LE what did you learn about yourself?"

LE "What do you mean?"

S "Well on your personal journey what did you learn about yourself?"

LE "That I grew up"

S "That you've grown up...in what way?"

LE "e more sensible and not be a crazy little kid"

S "k write that down there..."

Conceptual understanding of teamwork and improving own learning is therefore being translated into the required CoPE language through engaging discourse and developing a mutually understood language code. Subsequently, each student's future in terms of their aspirations and life goals was being accessed. Hence, during this scene the students are maintaining and accessing their becoming selves, where movement of the current self project (the being self) towards whom they were aspiring to become was now possible.

3) Category Two: The Linguistic Structure of Dialogue in Relationships

The above data findings locate parallel discourses, which mediate behaviours, within scenes of a flowing narrative. The following section presents an example of the above parallel discourse as viewed through the lens of Bernstein's (1971) analysis.

The data presented in this section illuminates linguistic codes, which the students used for the purpose of responding to questions pertaining to the PDRs. This highlights the students' attempts to signify the meaning of their subjective intent within a linguistic framework, which is unsuited to this particular task. Subsequent analysis of the data

seeks not to argue the syntactical correctness or incorrectness of the linguistic structure of their language, but rather uses Bernstein's theory as a lens through which the linguistic structure of their language can be understood then located within the deepening theoretic framework.

i) Short grammatical construction of sentences

Short grammatical construction of sentences was observed throughout each discussion regardless of the length of sentences I used in dialogue during the discussion. This is seen in SY's individual discussion where he consistently gave short answers to questions I posed (Appendix Seven: Para 3)

S "...o what did you actually do when you were there?"

SY "Buy a milkshake"

S "Ok so why did you buy a milkshake"

SY "To see what it tastes like"

During the above discussion I was encouraging SY to expand his answers so his responses met the more detailed sentence requirements of the questions posed in the PDR, which were discussed in chapter one. Rather than SY giving answers which fulfilled this requirement he gave no more detail than was necessary. However much of the detail he used in the sentences implied he assumed the examiner reading his answers would understand what he meant (Para: 63)

S "Ok health and safety rules ...which health and safety rules did you need to follow?"

SY "Washing yer 'ands"

S "Ok ...washing ..yeh...what else?...don't forget you did your food handling course ...yeh...what else do you think you need to wear?"

SY "Aprons"

S "What else?"

SY "Hats"

The PDR required sentences which included a more detailed explanation of the above content in the answers. For example, the SY would be required to explain what meaning the words hats and aprons had in relation to the question 'which health and safety rules did you need to follow?' He also needed to explain how washing his hands related to the same question. SY's responses do not necessarily imply he was not

attempting to enter the discourse with me though, as he had shown his desire to meet the requirements of the PDR later. I had explained later that he needed more detail (Para: 151) in order to fulfil the requirements of the assessment and he had attempted to do this by repeating the question then repeating the answer twice. However, at this point anxiety was noticeable in his mediate and immediate expressions

S "...you're going to have to give me more answers than that one word isn't helping ok so discussions you didn't mess around you enjoyed making it (SY looks and nods) yeh ok (types up answers) ...making what?"

SY "Milkshake"

S "Ok (sits back reads) had discussions and didn't mess around enjoyed making the milkshake ummm ok ...(silence) it says here the quality of the work. Do you think the quality of the milkshake was good because of it or would it have been good if you were messing around?"

SY (looks at S) "...cos the quality of it, cos the quality of it"

S "What do you mean? What do you mean cos the quality of it?"

SY "I dunno (tense)"

The use of short grammatically short sentence construction was not unique to SY as was also observed during the discussion with KS. She similarly replied to my questions pertaining to the PDRs using grammatically short sentence construction regardless of my attempts to help her expand her sentences by asking more detailed questions (Appendix Eight: Para 65)

S "...ok where will you work?"

KS "We worked in the youth wing café"

S "Ok so we worked in the youth wing caféall right SD (SD walks up yawning) what's up?"

SD "I'm so tired"

S "So's LY today (turns back to KS) ...youth wing café ..all right what health and safety rule will you need to follow?"

KS "Tie your hair up"

Later the same format continued (Para: 126)

S "So I think you'll like that if it is planned you can do it as part of your xl club stuff. Now (looks at DO sheet) I couldn't actually make smoothies because I

was on holiday but when I came back (looks at KS) what did you actually do with the smoothies?" (looks at paper quotes) "I helped when I got back"
 KS "I helped like put the ingredients in the thing"

The response to questions posed using grammatically short sentence structures was once again observed during the discussion between SY, LE and I. LE and SY's discussion consists predominantly of LE attempting to answer the questions I posed on behalf of both SY and himself. LE's grammatically short sentence construction was sustained over longer periods as he attempted to expand on his answers (Appendix Nine: Para 21)

S "You've just written on that piece of paper what you learnt eh? Could you describe and write those in that first box...(turns to LE) LE what did you learn about yourself?"

LE "What do you mean?"

S "Well on your personal journey what did you learn about yourself?"

LE "That I grew up!"

S "That you've grown up...in what way?..."

LE "Be more sensible and not be a crazy little kid"

This practice continued (Para: 38)

S "Ok so how much have you learnt in terms of how much you have changed?... (no response) How much have you changed?"

LE (looks confused)

S "I mean lots of things have changed in your physical stature haven't they?...you've grown a lot"

LE "Yes"

ii) Repetitive use of conjunctions

Conjunctions such as so, then, and, because ('cos) were used in many of the students' responses to my questions. However, some of the grammar within their responses also omitted conjunctions or used the word 'like' instead of conjunctions, thus raising the possibility that the students were attempting to answer the question using metaphors. For example, LE used the word 'like' as an alternative conjunction as well as presenting a metaphor which I was left to assume the meaning to, "I used to be like

naughty and things like that.” He also later stated, “I’ve learnt not to be stupid and like that...” (Para: 53).

The students also frequently used abbreviated language, which assumed the examiner and I would understand what was meant within the content of their answers. For example, during her discussion with me, KS used some conjunctions in her answers. However when talking to LE, after he enquired about her friend with whom he had overheard her talking with on the telephone, she omitted some conjunctions in her sentence structure; ‘Well she’s not going back to Davison’s no more she’s refusing to go cos she wants to move back here’ (Appendix Eight: Para 85). KS also omitted conjunctions when talking to Miss Smith; ‘Yeah I changed this sump thingy it was really good’ (Para: 180). However, she did use conjunctions later when talking to me (Para: 99).

KS “I changed a sump yesterday”

S “Well done”

KS “I was draining the oil out and I forgot to put a bucket underneath it and it went...”

SY also used this abbreviated language when talking to me throughout the discussion, which raised the possibility that he assumed I had understood what he meant. On the few occasions he used elaborated sentences he only used conjunctions once within them. This was when I asked, “Ok what was he doing then?” SY replied “He just weren’t listening...(S types)...and he didn’t want to do it” (Appendix Seven: Para 251). However, when within his abbreviated language he used conjunctions at the beginning of the sentence where he attempted to join my question to his answer. This is seen where I asked him “right so why do you want to see what it tastes like?” He answered “Cos if it’s good I’ll like it” (Para: 8). He repeated this structure later when I asked “So how did you know how to make it.” He replied “Cos I watched ‘em” (Para: 91).

Exploring this point further LE, in our joint discussion with SY, used conjunctions on one occasion to join abbreviated sentences which assumed I understood this sentence in terms of his answer to the question posed. His sentence was abbreviated at the end this time though. However, rather than LE choosing to use abbreviated sentences it could be that he may not have known how to elaborate his answer because he did not have access to a linguistic repertoire which would enable him to do so. The sentence used to illuminate this point is presented below

S “Did you used to be more serious and you’re more funny now? It depends what you put in your personal journey book”

LE “I used to be like naughty and things like that”

S “mmmm...ok” (Appendix Nine: Para 44)

Referring to a point made earlier under this heading, NY also used the abbreviated language but replaced some conjunctions with the word *like*

NY “Yeah I said to the man that all the time I am here I could be spending three hours at the youth wing and catching up on my work. Like he was fine. He goes (...) I don’t mean to be rude but we don’t think this is for us. He goes it’s alright...he goes like if your work’s more important then you need to go and do the work I go yeah.” (Appendix Eight: Para 108)

The following data explores language constructs recorded in the discussions, which are characterised by a more grammatically and syntactically precise sentence structure than that presented above.

iii) *Syntactically and grammatically precise sentence structure*

KS used a precise form of sentence structure during her discussion with me where she was recorded guiding me to the last entry she had made on the PDR after I couldn’t find the question (Appendix Eight: Para 5)

S “Right, before that you need to say ‘decide who I am’ “

KS “You’ve already got that there look. ‘who will you be working with’ “

S “Oh yes right (...) then decide what type of product we are going to make needs to go before that one”

KS “Yeah but it says what is the shared task? ...making milkshakes”

This form of sentence structure was different to that used when we had previously discussed the required content of that KS’s written work, because now the language was precise and elaborated. During the discussion KS had also used a similar, precise form of personalised language when talking to her friend on the telephone, “hello I’m in school RY...Hello..I’m at school...no I’ve got work experience” (Para: 78).

KS used significant detail in a number of her sentences to elaborate on her friend's medical condition when asked about it by Miss Smith. KS had been supported previously by Miss Smith when planning her work experience placement (Para: 189)

Miss Smith "Is CE around?"

S & KS together "No she's in hospital"

S "She went in on Tuesday, she was really ill Tuesday and ..."

Miss Smith "What's wrong?"

S "She has tonsillitis"

KS "They thought she had tonsillitis but it's gone up to something worse called Quinsy or something"

Miss Smith "Oh Quinsy"

KS "All the back of her throat was shut up and everything"

Similarly SY during his joint discussion with LE, turned to JT and responded to his statement that he had completed all his work, "JT I've done all my work." To which SY responded, "You haven't done all of it though JT" (Appendix Nine: Para 55).

According to Bernstein's theoretical framework SY's above response was significantly more grammatically precise where the words signify his intent. This differs from a later statement made to me when attempting to describe what he had learnt throughout the project

S "Ok SY what have you got? (...) Tell me what you have got"

SY "I have learnt that I like football and that I can work in a team and I learnt how to play golf at Rustington golfing range I learnt teamwork and working with others" (Para: 93).

SY's response, although a longer sentence than his response to JT, is fragmented and the information does not appear interrelated. The words attempted to signify what SY meant but did not signify precisely his subjective intent.

SY's response to JT, where the language used within the sentence is precise and signifies subjective intent. This response to JT appears to be related to SY's increased confidence, which corresponds with his developing relationship with JT.

This finding is also found when considering further my discussion with LE where, although he used shorter statements through much of the discussion, he had later responded with a grammatically precise sentence. For example, when I asked what he learnt about himself he answered, "... that I was quite a nice boy that I was good and ..I'm not a bully" (Para: 132).

Although the findings represent what Bernstein argues, is a more developed and syntactically precise language, the language would not be defined as Bernstein's formal language. From the students' perspective, his formal language code would be defined as posh, as NY pointed out, when returning from his work experience placement. He stated DS had "used real posh language to talk to the bloke in the leisure centre." Similarly, LE differentiated formal language from language codes he would use when he overheard a discussion between a teacher and me. LE stated to me, on entering the mini-bus immediately after overhearing the discussion, "Si, you use real posh language to talk to the teachers it sounds really weird." I asked what he meant and he replied "you're one of us. When you talk to us you talk to us rude like." I asked what he meant by rude and he replied "you have a laugh with us and don't talk posh."

4) Data Analysis

The following data analysis considers the behaviours and correlating dialogue engaged within the scenes presented above and the syntactical structure of language recorded during dialogue within those scenes. I then explore the relationship between the construction of language codes within the scenes and the emerging theoretical framework.

I have established that sustaining the flow of behaviours through discourse engaged within the relationship building strategies engaged both inside and outside BYW has the primary purpose of facilitating identity and developing knowledge useful for supporting future goals. Using Bernstein's theoretical framework as a lens through which to view the above findings, the students' socialising practice predominantly uses a public language code within their discourse. Bernstein interprets a public language code as one which "facilitate(s) thinking of a descriptive order and sensitivity to a particular form of social interaction" (Bernstein 1971: 42). Public language, he further argues

does not facilitate the communication of ideas and relationships which require a precise formulation. The crude, simple verbal structure around which the sentence is built points to a possible difficulty inherent in the language use in the expressing of processes. (1971: 43)

Data presented in the second category above illuminates a language construct which correlates with his public code in both its restricted and elaborated forms. However, the language used by KS and SY does not indicate consistent, inherent difficulty in the expressing of processes. There was some difficulty experienced, but this diminished over time. The findings show the students were becoming increasingly able to express the processes such that they completed the PDRs at grade B and started to develop an elaborated language code. The students were also increasingly able to interpret their conceptual understandings of the key skills through this developing elaborated code. This developing language code does not correlate with Bernstein's notion of a formal code, but rather an elaborated rather than restricted public code. It is therefore within this public language framework that the following analysis of their language is located.

The students' language development process can be observed when looking at the times the discussions were recorded and noting the correlating development of an elaborated code through which experiences and process are expressed. The discussion data shows the students' significant development of, and engagement with, an elaborated code throughout the period the discussions were held between staff and students when discussing personal journeys and work experiences. This is seen when comparing language codes and linguistic structure of sentences recorded during these later discussions with those discussions, which explored the process of teamwork earlier on in the intervention period.

The teamwork project and subsequent PDR discussions were completed over a three month period prior to carrying out the parenting project, personal journeys then engaging discussions to complete the PDRs for these projects. This suggests the developing relationship with me and other staff had a correlating effect on the development of an elaborated code through which the students could make sense of and express their conceptual understanding of the key skills. The students also developed an elaborated code in conjunction with developing close relationships with some peers with whom they had a closer relational bond with.

Hence, elaborated code development within dialogue corresponds with the relationships status of those actors engaging that dialogue. Thus, the actors might be regarded, in terms of their relationship within that elaborated code as 'significant others'. A significant other would be regarded as an actor (adult or child) who is significant to a shared narrative and each actor's self identity. Therefore, according to the findings, I was increasingly being regarded as a significant other within each student's narrative. However, not all the students were viewed as significant others to each other. KS gives an example of one peer being viewed as a significant other and a different peer not being viewed as a significant other regardless of both peers acting within the same scene. KS spoke to her friend on the mobile phone during our discussion, "Hello I'm in school RY...Hello..I'm at school...no I've got work experience" (Appendix Seven: Para 78). KS further added, "Well she's not going back to Davison no more she's refusing to go 'cos she wants to move back here." It can be seen that KS used a more elaborated code when talking to her friend than when she was talking to LE, who was not her friend. She ignored LE when he asked if the person she had been talking to was RY.

The similarities between the status of staff and peers as significant others within students' relationships can be seen where KS also used an elaborated code with Miss Smith with whom she had discussed her work experiences and her friend CE, who had quincy. An elaborated code was also used by GR in discourse with staff (Appendix Six), where she and Sue (a staff member) discuss Sue's fiancé and future wedding plans. This raises the possibility that emotions and experiences engaged within relationships with significant others form the beginnings of subjective intent, which is signified in the form of increasingly elaborated code within dialogue.

However, when considering the role of staff as a significant other, it is not necessarily the relationship with them, which is solely of value to KS or GR. It is rather the role we played within this relationship, which triggered emotions and subsequently the students' intent to access and develop an elaborated code.

5) Developing a Trust Base

At this point we might explore further how relationships engaged with significant others support the development of an elaborated code. I would like to point out that this is not an attempt to identify causal relationships, but rather explore further the contextual environments which facilitate elaborated code development.

Findings presented earlier give some indication of how elaborated codes developed when looking at the phenomena of joking. It was argued that joking served the purpose of assessing risks when faced with existential dangers and anxiety. Notably joking, observed in the discussions, was carried out using Bernstein's restricted public code. However, once trust was developed through the use of joking the students started sharing personal experiences with one another using a more elaborate code. Bernstein states, an elaborated code "has its origins in a form of social relationship which increases the tension on the individual to select from his linguistic resources a verbal arrangement which closely fits specific referents" (1971: 78). Therefore, the initial joking engaged by the students would be seen as serving the purpose of assessing risks, but as the relationships develop through this joking each student experiences the need to develop an elaborated code within which specific referents can be signified to those now significant others. That is not to say the joking ceases but remains as a source of releasing tension within that now established relationship.

This development process can be observed when considering the initial discussion I engaged with SY about his teamwork. The discussion rendered both him and I perplexed as to how to make sense of each other's conceptual understandings of the key skills. When I attempted to locate these key skills in SY's social life he did not readily disclose his social, or any personal details to me. However, he did grin and laugh when I attempted to joke with him. Later, during the joint discussion between LE, SY and myself LE and SY often talked and joked together. Both then joked into the microphone aware I would be listening to their recordings later. Hence SY was using joking in collaboration with LE as a means of testing the relationship between us prior to him allowing me to talk about his social practices outside school. Using the aforementioned use of joking in this context, it seems SY was establishing trust between himself and his peers within the group context before he felt secure establishing trust between us. Thus, where trust had not been established between us during our one to one discussion he was not willing to share his experiences (Trust, in this context, is the acceptance that the practices of significant others previously experienced within a relationship will maintain consistent under similar conditions).

This definition can be used as a lens to review SY's practice. Once he had developed trust between LE and himself he then tested the consistency of my relationship by joining LE in joking with me. He had subsequently considered my response to their joking and experienced consistency. Thus, he later shared some experiences from his personal life and in doing so developed his use of elaborated codes in his PDRs.

6) Going with the Flow: Developing Mutual Understanding

A conceptual understanding of key skills was therefore derived in part through relationships developed where I had been invited, through careful risk assessment, into each student's narrative. Where I had not been invited into the student's narrative the student and I experience significant difficulty understanding each other in terms of how to express the intent of what we were saying to each other. Developing language codes was not problematic for the CoPE group members, but rather restricted access to relationships with adults with whom the students could trust. Where access to relationships was made available discussion with the staff member was useful to develop and engage existing knowledge and experiences within the students' life world. However, this could only happen where there was a corresponding practice engaged within the social lives of the students which could be discussed. Similarly, looking at the behavioural descriptors presented in chapter one the key behaviour for which elaborated codes acted as a vehicle was maintaining relationships. A restricted public code acted as a vehicle for mediating building, exploring, supporting, protecting and welcoming behaviours. Therefore, carrying out discussions to complete the PDRs would have been seen as a vehicle for maintaining relationships. Where personal experiences were increasingly disclosed and shared within a relationship between a student and me, maintaining occurred and elaborated codes were developed. Hence, discussions recorded during the intervention period illuminated the development of mutually agreed and understood elaborated codes.

7) Summary

This chapter has analysed data findings for the CoPE discourse intervention through the lens of the analytical framework emerging from chapter two. The theoretical framework emerging from this chapter illuminates radical changes in signifying contexts for the self narrative between Bernstein's era and the present. A key finding is the emergence of a new dynamic in the construction of codes. Where Bernstein's language codes are located in material conditions and social class, the students' codes identified in the discourse intervention and wider research have been illuminated as re-located in the conditions of the production of the self. Where the contexts for signifying the self were once located within fixed and traditional community ties the modern context is predominantly within the building of reflexive relationships and subsequent maintaining and negotiating self identity within a significantly more fluid context.

Class boundaries and their inherent referential frameworks such as rites of passage, institutional meta-narratives from which the self and identity might previously have

been orientated are no longer fixed. The phenomenon of reflexive relationships has emerged where the notion of I and myself is intrinsically inseparable from those significant others with whom I is being constructed and negotiated.

Chapter Five

Discussion – Illuminating a Theoretical Framework and Explaining Levels of Consonance

This chapter considers further the emerging dynamic where language has been relocated from class based boundaries into the construction of the self as a reflexive project. I draw on Deleuze and his concept of cinema in order to illuminate how the students' construction and maintenance of self-identity is constantly and reflexively engaged with the observer and significant others. In order to deepen this theoretical framework I then reconsider Bauman and Giddens and their perspectives of how identity is negotiated. This chapter then draws further on Derrida and Deleuze to explore the role of language and its use within the context of self production.

Reflecting on the emerging theoretical framework this chapter then identifies a conflict between the current schooling perception of the self and self production and that of the students' perception of self production. This conflict offers insight into the original issue which raised the need for this research. This chapter concludes with the presentation of critical key points emerging from a short piece of research, which was carried out in order to test and refine the theoretical framework prior to using it as a guide for developing further interventions.

1) Deleuze and Cinema

In chapter three the discourse intervention analysis identified how individuals create and maintain identity narratives within a social framework. I suggested sub-behaviours subscribe to an over-all behaviour category. The over-all behaviour's difference in relationship to other over-all behaviours is acted within a flow of scenes. These scenes, again apparent through their differences, represent flowing moments of being and becoming, through which an historical, current and future orientated narrative is created, lived and negotiated. Behaviours constituting scenes are signified by a multiplicity of immediate and mediate expressions within elaborated or restricted public codes. Within each scene the students and other actors act within a relational or spatial sphere. BYW physical space is not always occupied by all the actors throughout the duration of the scene though. Some actors are located via mobile phone or existentially via reference in discourse. However, the actors are located relationally in the same moment of time within the duration of each scene. Critically therefore, the facilitating of the flow of these relationships is more important to the students' identity formation than

the space, BYW, in which they occupy. Hence, the behaviours and language codes identified which signify the intentions and actions of the actors located within a framework of continuous scenes. Bauman captures this notion by explaining that “Fluids (...) neither fix space nor bind time (...) it is the flow of time that counts, more than the space they happen to occupy” (2000:2).

Deleuze also critiques a similar concept of time but develops the notion of time and movement images in relation to cinema. He states, “Cinema itself is a new practice of images and signs, whose theory philosophy must produce as conceptual practice” (cited in Colebrook 2002: 30). Hence this discussion considers the scenes identified in the students’ practice as representing moments of their narratives within a conceptual framework informed by Deleuze’s critique of movement and time images. In terms of the movement image he sees it as, “the first shock of cinema, where the play of camera angles moving across a visual field gives us the direct expression of movement, and thereby opens up the very mobility of life” (cited in Colebrook 2002: 30).

In the same way the students’ construction and maintenance of self identity is constantly and reflexively engaged with the observer and significant others and becomes mobile. Identity is no longer fixed and no perspective of a given reality can be revisited to give an identical reproduction of that view. Identity becomes reflexively mobile, a passage of time. Reflecting on the time image of cinema Deleuze suggests we are “...no longer presented with time indirectly – where time is what connects one movement to another – for in the time image we are presented with time itself” (cited in Colebrook 2002: 30).

For Deleuze the difference between movements creates the flow of time. Hence the flow of movements within a narrative constitutes being where each minute difference reflexively engaged facilitates the creation of a becoming self. Marks (1998) argues, Deleuze sees difference as that which makes being necessary. In this case the reflexivity of the students practice identified within the discourses in the intervention necessarily maintains the difference of movement from one moment to another, which maintains being. This reflexive nature is explained in the context of modernity by Giddens

Transitions in individuals’ lives have always demanded psychic reorganisation, something which was often ritualised in traditional cultures in the shape of rites

de passage. But in such cultures, where things stayed more or less the same from generation to generation on the level of collectivity, the changed identity was clearly staked out – as when an individual moved from adolescence to adulthood. In the settings of modernity, by contrast, that altered self has to be explored and constructed as part of a reflexive process of connecting personal and social change. (Giddens 1991: 33)

Colebrook explains that from Deleuze's anti-structuralist perspective this reflexive process maintains the flow of differences between movements which creates a life, an identity. Each person's life and identity, according to Deleuze "(...) is not governed by any fixed norm or image of a self – a self in flux and becoming" (cited in Colebrook 2002: 4). For Deleuze there is no fixed identity into which one is born and no original way of being. This view conflicts with Taylor's (1989) view of the modern question of identity which he suggests "(...) belongs to the post Romantic period, which is marked by the idea "(...) that each person has his or her original way of being" (1989: 184).

However, Taylor's (1989) perspective is representative of an Anglophone worldview whereas Deleuze's is not. Deleuze is critical of the Anglophone perspective arguing it bases its assumptions on a linear view of the self and identity acted out within a sequence of beginning, middle and end. Deleuze's perspective suggests little deliberate or consciously engaged linear view of identity, but rather a continual state of movement and reflection within reflexive relationships with significant others from whom multiple perspectives can be engaged and acted upon thus informing and developing self identity. For Deleuze, according to Colebrook

Life is not just the progression of ordered sequences from some already given set of possibilities. Each branching out of difference creates the expansion of possibility, so the 'end' or life is not given, there is no goal towards which life is striving. But there is an 'internal' or effective striving in life: to enhance its power, to maximise what it can do. This is not achieved by all events leading up to an end, but by the creation of ever divergent ends, creating more and more series or 'lines' of becoming. (Colebrook 2002: 57)

Colebrook also puts forward Deleuze's notion of the event, which is not presented as a moment in time but quite the contrary, the event is that which allows time to pursue a different path. This philosophy bares some resemblance to the analysis presented in stage one of this research. The students' practice of maintaining multiple perspectives

acted out within scenes of their lives encountered in BYW suggests these represent those series of lines of becoming maintaining precisely Bauman's flow of time within and existentially outside the space in which they occupy. The students are maintaining and negotiating their own becoming. However, Deleuze is careful to acknowledge that movement is not primarily located in the cognitive but recognises its representation also within the physical, social and biological domains. He is keen to locate the interrelationships between the individual and their actions upon others in relation to the becoming self. Colebrook interprets his view as suggesting being is its power for multiple becomings. Hence, we limit life by restricting our becomings.

2) Making Sense of the Self: Conflicting Frameworks

Where the students in this research are maintaining and negotiating their own becomings it is clear this is not done in isolation, but intrinsically in relationships with significant others. Neither is maintaining the current being and negotiating becomings accomplished purely in the cognitive realm, as presented in the predominant schooling approach at BCC, which conflicts with the students' holistic ontological view. The current schooling approach reflects Bauman's view that obligatory self-determination has replaced the heteronomic determination of social standing in the light of the collapse of community. He suggests questions of self identity are now critical. Taylor (1989: 188) also argues this shift from an original and objective view of the self to a more subjective view, placing sole responsibility for self realisation on the individual. He states

(...) the modern condition of subjectivism ...can be so called ... because it involves a new localisation, whereby we place 'within' the subject what was previously seen as existing, as it were, between knower / agent and world.' The self now requires radical reflexivity and is 'defined by the powers of disengaged reason – with its associated ideals of self-responsible freedom and dignity ... (Taylor 1989: 211).

However, as I mentioned in the summary of chapter two of this thesis, determinism is not obligated to the self but rather a collective obligation, albeit reflexively derived and engaged. Hence, the tools offered to support self realisation are not suited to the task in current schooling structures and approaches. Essentially the students appear unable to access a language and linguistic framework within the classroom, although marginally more accommodating in the CoPE context and performing arts departments, through which the students can legitimately reflect on and act out their self-identities

without incurring sanctions for perceived poor behaviour. Thus, where stage one of this research identifies a shift in how the self is acted out, it is not from the perspective of *what* it is to be human but rather *how* it is to be human and maintain the self. It is this shift towards locating signifying contexts in the conditions for the production of the self which appears to be an underlying problem rather than locating signifying contexts in social class or materialism.

Drawing on this finding I argue the students' power for achieving multiple becomings and ultimately sustaining the flow of life was restricted because their language could not signify their subjective intent. However, given the absurdity of creating a completely new language and associated codes through which to mediate intentions within this shifting ontological view, what is required is a re-conceptualisation of an already understood language and its codification. This offers a logical explanation for the students' attempts to re-contextualise Bernstein's public language from its distinct class defined context to one where it reflexively maintained self assertion within a relational context within communally engaged discourse. Given this shift in contextual use of language, the noted shift in the students' conceptual view of teamwork and improving their own learning is therefore logical. For the students teamwork is seen as a mutually engaged project whereby the task is the vehicle for relationship building and maintaining, but must benefit equally all those members individually as well as the group as a whole. Improving their own learning is seen as the mutual responsibility of the learning community within which the individual student is engaged relationally.

However, this interpretation of signifying contexts and creating language conflicts with Deleuze who argues against the Anglophone approach and the self as having a central being. He argues the self is in constant flux with no central essence. The self is sustained through a series of connections creating the real to those engaged in them. Within the context of engaging these connections concepts are formed or created from shared intensities or experiences. Through investing in these intensities an assemblage of bodies is produced. Deleuze describes these investments in intensities as collective investments, which connect the students. In this context the assemblage of bodies are the students engaging their respective relationship building strategies. Hence, in the context of this research the intensity is the desire for developing self-identity leading to the collective investment of creating and maintaining conditions for the production of the self. It is from this collective investment and intensities leading to the creative maintaining of these conditions that Deleuze argues language is developed as self referential. There is no pre-existing real other than intensities within a

plane of immanence where language is constantly in a state of flux where the students and their notions of self identity are the effects of investments in language.

However, although Deleuze's idea of the students' engaging in collective investments whereby concepts create order is representative of the research findings, his view on the significance of language is not. The students in this research have indicated membership to a shared reality albeit viewed from multiple perspectives. There is a collectively and individually engaged reality which is not and cannot be self-referentially signified. The intensities do not materialise out of nowhere creating a new, self-referential language. The students' practice is also located in relation to a historical context and its use of signifying language but this is being re-contextualised. This is akin to Derrida's (2007) notion of structures, concepts and languages having a genesis. Hence what this research identifies are multiple perceptions of reality where language is a referent within and connecting each of those perceptions creating and sustaining a shared real. Language is in flux, as Deleuze argues, but is not simply linguistic refraction. Language is the vehicle for sociality and maintains the consistency of the students' narratives within collectively and reflexively engaged discourse. It is in this sense that Deleuze's notion of connections and connectivity can be re-engaged but where reality is a required absolute.

Thus it can be argued that the collapse of traditional communities, traditions and rites of passage has led to a shift in shared intensities and collective investments located within the students' relationships. The shift is in relation to the given nature of traditional community investments passed down through generations. These investments and shared intensities now require radical, collaborative revision where language signifies production of the self rather than one's location within existing, managed boundaries and referents. This language is not self referential but new intensities experienced collectively, and investments made necessary through these intensities have their genesis in relationships with adults who once shared their experiences within the context of fixed traditions and referents. Hence the re-application of language signifying new concepts and the re-contextualising of the collectively shared real has shifted such that it creates the problematic access to future goals experienced in the CoPE sessions.

3) Testing the Findings and Theoretical Framework

Given this discussion and the understanding that it is not solely restricted access to the codes and concepts presented in CoPE which was problematic for the students in this

research, but rather the signifying contexts did not facilitate production of the self, a number of further interventions were considered. These interventions, presented as stage two of this research project, explore contexts through which the students can engage and access the learning opportunities available in CoPE through engaging language and concepts they understand. These contexts would be where, for the knower, knowledge of the self and the world are viewed as one but maintained in social flux.

However, prior to implementing the interventions, the findings gathered so far from the research and discussions in stage one were tested through reflecting on them in semi-structured interviews with the students. The findings from the interviews are presented next. After findings are presented I use the emerging theoretical framework illuminated during stage one and new data gathered from the interviews to identify key points which have emerged from stage one of the research.

4) Interviews and Group Discussions

To test the theoretical framework illuminated so far semi-structured interviews and a group discussion were held with students who were current members of the year ten (July 2007) CoPE group. Findings are presented below and were used to reconsider the theoretical framework further so that the interventions used in stage one have been adapted and presented as stage two of this research project. Also, although the research findings for stage one had been analysed and a theoretical framework presented the theoretical framework had been written using a formal, elaborated code. Therefore interviews carried out to test these findings and the theoretical framework with the students presented the theoretical framework in language and codes the students could understand. This helped me test my linguistic and conceptual understanding of their language codes and refine my presentation of the CoPE strategy and underlying theoretical framework when explaining it to new intake and staff.

Two interviews and a group discussion were conducted with current CoPE members at the end of the summer school term during one of the CoPE sessions. Although the first interview was more akin to a group discussion it used the same semi-structured approach as the other two interviews. The interviews and discussion took a semi-structured approach because during many previous discussions and interviews with these students many of them would elaborate their responses using metaphors or further examples. Other students engaging the same interview or discussion would interject with statements, which needed further investigation. Therefore, understanding

the students' need to manage their multiple perspectives of the collective reality they were all engaged in and maintain parallel discourses within it, this approach allowed for each student to engage the interviews and discussions as a part of their social practice. The semi-structured interview approach offered a flexible framework within which to record these parallel discourses.

The discussion was held at the end of a CoPE session, which maintained the normal practice because students and staff often sat together at that time to reflect on the learning gained during the session. Once the students had left the building after these regular evaluations, staff would evaluate the students' social practice observed throughout the session with a view to making changes to following week's session plan. The two interviews (Appendix Ten: Interview Guide) were held over two sessions. One interview was held with two males whilst the other interview was held with three females with one additional friend present.

5) Key Findings

The interviews and group discussion explored and tested the students' perspectives of the following key points illuminated by the research so far. Data findings from the discussion and interviews are summarised and presented after each key point:

- Tasks act as vehicles for relationship building rather than as an end in themselves.

Tasks such as ice-skating act as vehicles for building relationships rather than as ends in themselves (Interview 1: 3). Teamwork acts in a similar way and I asked DS his views on this, "...so teamwork is more about helping you become more of a person than it is about actually getting the task done?" He replied, "Yeah that's spot on" (Interview 1: 13).

- Relationships developed between staff and students support students development of elaborated codes within a mutually derived language enabling access to subsequent completion of PDRs.

Relationships between significant other actors develop connections of trust and mutual narrative engagement. Subsequent mutual understanding of those connections facilitates a language vehicle. Through which, according to Derrida (2004) concepts (signified) can be mutually understood and engaged but where the words (signs) and the voice (signifier) become mutually agreed and negotiated in order to signify and

understand the concept. Hence language is in creative flux and the following script illuminates this

S "How is it I am managing to help you do that (develop elaborated code)?"

DS "Cos you understand how we speak"

LY "Cos you like have worked with us for nearly a year and you know what we are gonna say and you speak kind of like us." (Interview 1: 16)

- Triggers facilitating elaborated code development within these relationships are identified as

1) Joking within the relationships between staff and peers supports trust and confidence, thus reducing the anxiety of risking feeling stupid if the perceived 'correct' words are not used.

2) Once anxiety is reduced and the student engages the elaborated code self-belief supported within the above trusting relationship between staff and student develops.

3) A trusting relationship with staff is based on recognition of the adult's knowledge as valid.

S "...you're using me as a moral guide aren't you?"

LR "Yeah"

S "Saying this is the way we need to be to get on in life"

BT "You've gotta be otherwise you can't run a youth wing can you?" (Interview 2: 28)

- A significant effect of staff developing relationships within the socialising context of the sessions is knowledge relevant to enabling the students to complete the PDR is developed within, and translated through, discourse.

The social aspect of the CoPE sessions acts as a vehicle for developing perceived (by the students) much needed social skills between each member within a perceived safe environment. A key long term behaviour category is maintaining (interview 2: 23) which supports subsequent access to the overall goal of achieving future aspirations. This finding was supported through the following interview statement

S "So what's the most important bit is it the socialising or doing the work?"

LY "Work"

DS “It’s more the work ...but it’s good to get social skills while you’re in here.”
(Interview 1: 12)

The above critical key points summarise the stage one research findings and conclude this stage of the research. The points have been used to inform further interventions with a new intake of year ten students for which findings are presented in chapter six. However, one key point raised needs further exploration and is identified and explored further in chapter five.

6) Summary

This chapter has discussed the theoretical framework emerging from the previous chapters and located the students’ practice within a wider theoretical debate. The chapter illuminated a view of the self managed in flux within reflexive relationships where Giddens’ view of the self as a future orientated project is raised as a significant possibility. Also illuminated is a notion that language engaged in discourse regulates time and the difference between moments and scenes thus creating a self-narrative. Therefore my role, once engaged in discourse, is intrinsic to supporting mutually derived language and maintaining the students’ self projects. Where language is not self referential and is in flux, so is the self project. Thus, this requires, as a condition of one’s being and becoming constant negotiation with other actors engaged in each scene.

Drawing on this deepening framework this chapter re-examined the issue the students faced, which led to this doctoral research. An underlying conflict between schooling and the students’ view of the self was illuminated. However, key points presented at the end of this chapter offer referents with which the discourse intervention can now be developed in order to create the conditions which:

- support the maintaining of relationships between all actors
- support mutual development of language codes sustaining a shared real through which the students can access future orientated goals i.e. the CoPE award and employment opportunities or F/E placements.

PHASE TWO

Chapter Six

Further Research and Data Presentation - Exploring the Dimensions of the Students' Linguistic Repertoire

Whilst the CoPE interventions were being carried out this chapter explores a key point emerging from the previous chapter, which is that language signifies collectively shared intensities emerging from multiple perceptions of social practices, thus creating and sustaining a shared real. The real however, is not solely identified within organisational discourse engaged in BYW and BCC.

This chapter presents and analyses data gathered from research exploring the signifying contexts and linguistic dimensions of multiple discourses and associated practices carried out in scenes acted out within BYW and BCC but which also extend beyond those organisational spaces. Claims constructed from the data are qualified through reference to students' quotes and strengthened through critical discussion of relevant literature, with specific focus on the concept of the digital native (Prensky 2001).

Where the findings from this chapter were analysed during the same period within which the interventions, presented in chapter six, were carried out I drew on the theoretical framework emerging from this chapter in order to inform some unforeseen and necessary developments within the interventions.

1) Connecting and Sustaining a Shared Real

The research, to this point, has explored and presented relationship building strategies identified within the organisational context of BYW and specifically in the context of the CoPE sessions and programme. Analysis of the findings has illuminated the students' practice within relationship building strategies as representing scenes within their collective and mutually engaged life narratives. The key points presented at the end of chapter four further illuminates each scene is acted within a framework of behaviours. These behaviours facilitate a reflexively engaged and subjectively derived self-identity. Behaviours are managed between significant actors through a complex use of mediate and immediate gestures represented as a hybrid of restricted and elaborated public codes. Codification correlates with the level of trust established between actors and

also the significance of each actor's relationship. Thus providing a context and the conditions within which the self can be produced. The signifying context for the production of the self is therefore located within the conditions of reflexively engaged relationships. The body and mutually engaged behaviours act as signifying sites within this relational context. Thus illuminating the possibility that the sites for the production of the self have shifted from traditional sites located objectively in class based contexts.

Analysis of research findings has also illuminated multiple parallel discourses engaged within BYW. Language engaged within communication acts as a vehicle for sustaining one's sociality. Thus maintaining the consistency of each student's narrative within this collectively and reflexively engaged communication. However, language it has been argued, is not self referential but is in flux where it acts as a referent for intensities experienced and shared within reflexively engaged narratives. Language signifies collectively experienced intensities. These intensities emerge from the students' sharing their multiple perceptions of the reality engaged in a specific scene. Thus language connects those perceptions through signifying shared intensities, hence creating and sustaining a shared real.

However, when reflecting on the discourse engaged by many of the students observed in stage one during the discussion interventions, a significant number of the relationships being maintained within that communication were maintained existentially through mobile phones. This practice illuminates a point raised in previous analysis of the students' practice, that self-identity and relationships are managed and negotiated within the seemingly indefinite spans of time and space. This raises the possibility of Bauman's theory that maintaining the flow of time counts rather than the spaces in which they occupy. Therefore, for the students engaged in social practice within the physical space of BYW the real was not solely located nor signified within the organisational communication engaged in that context. It was important then to explore the vehicles of that sociality within the real shared outside BYW arena. This is because this exploration would help me locate the students' reflexively engaged relationships and the linguistic dimensions of parallel discourses within this wider, existentially engaged time and space arena.

Hence, the research presented in this chapter explores the signifying contexts and linguistic dimensions of the students' social practice acted within multiple discourses which were engaged both within BYW and BCC, but which also extended beyond

these organisational spaces. The research question informing this phase of the research was:

- What are the linguistic dimensions of the students' communication within their social practice?

Arguments emerging throughout this chapter are prompted by observation data and also located within the emerging theoretical framework rather primarily locating the arguments in wider theoretical debates. However, my arguments are strengthened through critical discussion of relevant literature.

2) Research Strategy and Methodology

I gathered data for this research through conducting focus groups with students who attended the CoPE sessions. However, rather than testing previous findings, these focus groups explored new research areas within the students' practices. I chose to use semi-structured focus group sessions because my previous experience of leading focus groups indicated many of the students would interject with statements warranting further investigation. Semi-structured focus groups would keep the discussions focused on the overall aim but still enable flexibility to explore related points as they arose.

However, there are limitations to using focus groups in order to explore online interactions. Where I conducted two focus group sessions with eleven students, data are relevant to their perception of the use of online interactions grounded in their experiences of relationships managed through those media at that stage of their lives. Therefore the data presented may not represent the perception of experiences of a wider audience outside BYW and neither do I analyse the use of online interactions over a significant period of time. The focus groups were conducted once with each group and without reference to a computer or any of the media used with online interactions. Data are therefore also limited to that which was raised at the time and only that which was perceived by the students as relevant to the discussion topic.

However, arguments prompted by the data are relevant for illuminating the students' perception of their relationship building strategies within the context of this thesis at that given period of time. The data are also relevant to this thesis because they are presented within the context of the students' and my mutually engaged narrative. Therefore underpinning the reflexive methodological approach taken throughout this thesis whereby knowledge is derived primarily through relationships rather than

through objective observation of data (for example through monitoring online interactions over a period of time). Knowledge derived through this methodological approach, although restricted in its breadth and relevance to the wider youth culture, did offer opportunities for new beginnings within the conversations as they emerged, and also offered opportunity to maintain ongoing relationships between me and the students.

Two focus groups were held with six male and five female students respectively (Appendix Eleven: Focus Group Guide). Each student was a current member of the year eleven CoPE group and had agreed to engage in the discussions. I followed a pre-planned discussion guide which aimed to explore the communication media used by students whilst socialising and explore the linguistic structure of communication engaged by the students when communicating through each media.

One focus group session was held with each group of students. I had planned two sessions with each group, but after each of the first sessions both groups of students said they were not willing to attend further sessions exploring this subject area. The students' reasons for not wishing to carry out any further focus group sessions were that they had no more to say in answer to the questions posed. However, the findings from both focus group sessions provided sufficient information to analyse how words and voices were used to signify shared concepts and intensities and subsequently maintain a mutually derived language in constant flux.

Discussions at the start of each focus group session identified social sites which facilitated the maintaining of relationships and subsequently provided a signifying context for the production of the self both within and outside BYW. These sites were,

- Multi-media sites such as MSN, Bebo, Facebook and mobile phone text messaging.
- Physical sites located in the town identified by students as spaces where they hung out such as the local recreation ground and outside the local supermarket.

The above sites provided contexts within which I could explore the students' use of words (signs) and the tone of voice (signifier). My exploration considered how words and the voice were used to signify shared concepts and intensities and subsequently maintain a language in constant flux within these sites. The triggers identified at the end of chapter four were used initially as referents to focus data collection. This is

because by locating relationship building triggers within the students' language I could explore the points at which elaborated codes developed between peers in those sites. I would then correlate these findings with the students' development of linguistic codes and illuminate where conceptual understanding had its genesis within the CoPE discourse interventions. I could then adapt the CoPE intervention accordingly to facilitate these triggers within our relationships such that conceptual understanding and elaborated public codes could be developed further.

Focus group; Female students (Appendix Twelve)

Students: Five - female / Year eleven

Duration: Thirty minutes

Location: BYW television room

Context: During school day after lunch

Focus group; Male students (Appendix Thirteen)

Students: Six - male / Year eleven

Duration: Twenty minutes

Location: BYW main hall

Context: At end of Tuesday CoPE session just before leaving

When I introduced the aims of the focus group the male students requested that no audio, or visual recording was carried out, and asked that their comments be written on A1 paper under the guided headings of 'media used' and 'places where you meet'. The females agreed to the above and additional audio recording for which a script was typed up for later analysis. I was the lone adult with the students during the focus group sessions. Although following the same discussion guide with each group, some of the students engaged some aspects of the discussion more readily than others. Hence, the data presentation reflects the emphasis placed by the students on different aspects of their social practice.

3) Data Presentation and Analysis

4) Focus Group: Male Students

5) Organising Social Space

To the question where do you hang out? the students explained how and where they met up after school. The majority of the students said they met up in a pre-arranged

social site such as the recreation ground seats outside the toilets behind a supermarket in the town. Many spaces where the students said they met up were in open public sites. However, some of the social meeting places were at friends' houses where parents allowed groups to meet.

To the question how is hanging out organised? the students stated that sometimes meeting up was pre-planned by one of the group members by inviting peers in advance to meet at a specific time and place. As NS explained, "I'll arrange a meeting at school or when I see them" (Appendix Thirteen: Line 5) The students stated that at other times members of their social group would arrive at a specific social site, which was frequently visited by the same social group, even though a specific meeting time had not been arranged. NY explained this, "RD rings cos' he's on contract (...) I'll go to Hurstfield because I know they'll be there" (Lines 2-3) However, not all pre-arranged meetings and trips work out according to plan so the students sit and socialise together, as RS explained, "We'll say we'll go somewhere but it never happens so we end up sitting on a bench by Somerfield cos' it's the only place to go cos of the police" (Line 4).

When meeting together at any of the aforementioned social sites, a task or activity engaged by all those group members present would act as a vehicle for exploring relationships between peers. NY explained this further, "It's good there we'll do a match" (Line 3).

I then asked what do you do when you hang out? The following activities were given (Lines 7-13),

- "Joke a lot"
- "Don't plan it, whatever comes out it's random"
- "Talk about what we've done or where we've been"
- Play football at Meads rec or Whitecroft
- "Random, punch each other, play fight"
- X Box and TV
- MSN

6) Linguistic Dimensions of Practices within Social Spaces

When I discussed the linguistic dimensions of the students' social practice within each social space the students responded by explaining the practice and form of discourse engaged. This was rather than explaining the specific linguistic content of those discourses.

To the question what do you talk about when you hang out? the students explained,

- “We joke a lot” (Line 7)
- “...on MSN Irish people laire us up, they said I'll cut you” (Line 16)
- “...I wouldn't talk to anyone new on MSN” (Line 17)
- “...make a comment when they turn up but don't say hi” (Line 18)
- “...what we've done and where we've been” (Line 19)
- “...whatever comes out, it's random” (Line 20)

The students did not elaborate on, or explain further, the linguistic dimensions of their language or conversations. However, as can be seen by the above sets of data gathered from the focus group session, the relationships acted out in physical social sites outside BYW and BCC sites were predominantly pre-arranged and understood by the students as a continuation of the same relationships engaged within those sites. When the students met up at the physical social sites outside BYW and BCC they maintained the continuity of their previous discussions.

The students engaged similar behaviour categories in their relationship building strategies within these social sites as those behaviours they and other students (observed in stage on research) engaged within BYW. For example, RS explained he would communicate with unknown Irish people on MSN. Reflecting on the behaviour descriptors observed in phase one of the research, this indicates he had been exploring new relationships. This exploring behaviour was, during research carried out in stage one, also observed being practiced by year eight students in the physical space of BYW during evening club sessions. However, although exploring new relationships with unknown people on MSN was not expressed as a mutually shared practice by the students attending the focus group, the testing and maintaining of ongoing relationships was. As the data findings above state, the students explained they engaged a lot of joking between known peers. This behaviour is similar to the practices, observed and analysed in chapter three, of the same students within the

CoPE sessions. During my analysis of the students' use of joking I argued joking acted primarily as a vehicle for maintaining and sustaining ongoing relationships, although it also acted as a vehicle for reducing anxiety.

Further activities and language codes used by the students interviewed in social sites outside the BYW context such as playing football, play fighting, joking and chatting together correlate with activities engaged within these and other students' social practices observed in BYW. Each of these activities, practices and communication engaged were interpreted as representing relationship building, maintaining or exploring behaviours. Therefore data findings indicate similar relationship building strategies are engaged by the students, interviewed in the focus groups, both within the physical space of BYW and outside that physical space.

A further finding from the focus group session with the male students is that language is expressed in the present tense within their socialising sites. The present use of tense in the students' language also corresponds with the social site within which they communicated. Hence, where the students predominantly used physical spaces as sites for socialising, their language was presented within those sites in the present tense.

7) Focus Group: Female Students

8) Organising Social Space

Prior to presenting the planned questions within the focus group with the female students I presented the session aim, which was to explore the language they used within their social practice. However, the first question I asked, which investigated the sites where the students socialise drew no response because BT immediately started writing on the A1 sheet of paper provided. She wrote a sentence using a specific language structure and code, which she said represented the type of conversation she and her friends would engage on MSN immediately after school at about four o'clock each day. The conversation, she said, acted as a greeting re-affirming the status of relationships between the students prior to arranging to meet up later in the same evening, the next day at school or during the weekend. BT stated arranging to meet up was carefully planned by all those engaged in that conversation although BT further stated that much arranging where and when her peers would meet to socialise would be discussed at school in person.

This practice was similar to the practice engaged by the male students although the female students explained by re-engaging the same discourse on msn after school allowed them to make changes to, or make more precise their arrangements. However, a significant difference between the process of organising social meetings between the male and female students was that the males would arrange to meet at a physical social site at an agreed time whereas the females would meet on an MSN site at the agreed time. If the time was not agreed by the students, whether male or female, they would attend that site assuming other students would be present given it was their regular meeting place at a given time.

9) Maintaining the Real on a Virtual Social Site

MSN is a virtual meeting place located on the internet and is often visited by the female students engaged in this focus group. The students also attend other social networking sites on the internet such as Bebo and Facebook. Within all these sites the students use various media to create and present dimensions of their self-identity and narrative stories. Where physical, emotional, and linguistic codes are necessary to sustain and maintain relationships (and ultimately construct self-identity) these codes are reproduced and maintained virtually within these sites. For example, the students explained MSN is mainly used as a means of communicating mediate and immediate language codes within dialogue whereas Bebo offers the opportunity to visualise, and to some degree through music, hear the historical narrative of the individual with whom they are talking. All the virtual social networking sites attended by the students provide a shared space within which the actors share a narrative scene.

Where MSN focuses on engaging linguistic dialogue which maintains and develops the current shared narrative story, Bebo acts as a vehicle for visualising the historical self-narrative of each actor as well. Photographs, stories, anecdotes, music and friend lists are shared. Thus, enabling each student to visually as well as linguistically locate their historical self-narrative within their peer's historical narrative, as the following conversation suggests (See Appendix Twelve: Lines 19-28),

S "Right ...so why would you have Bebo at the same time?"

LR "So you can see them"

S "So you can what?"

BT "You just do!"

LR "You just like look at other people's pages"

S "Is that because you've got more people there?"

LR "Yeah"

S "So you just want to be part of the whole big crowd ..."

JS "Hmm"

BT "I can't explain Bebo you just get it"

JS explained that through accessing Bebo each actor is able to locate their narrative within the wider historical and future orientated time frame of other actor's narratives where messages, as well as pictures and music can be left on a virtual wall within that site for each actor to view and listen to. MSN also offers access to immediate socialising opportunities within the narrative scene engaged, although significantly through discourse. The students further explained language engaged within both sites is written as speech using phonically spelt words.

Essentially Bebo and MSN act as sites for inscription, where messages, dialogue, pictures and music signify each actor's identity, concepts, beliefs and values,

JS "You can play music on there so you just listen to music"

S "Right"

JS "Upload pictures ...yeah"

S "Right"

JS "...write comments"

S "...about other people and to other people"

JS "No to other people like hi you ok I'm JS"

LR "Like people who aren't on line `cos you don't have everyone's MSN addy or not everyone's online so you just like write comments or whatever"

S "right"

LR "...and then its something to do really"

S "So...."

LR "...`cos on MSN you're just waiting to talk to somebody or waiting for somebody to talk to you but Bebo you can leave a message" (Lines 29-40).

10) Maintaining the Narrative: Multi - Tasking

Although the male students said they used MSN and text messaging on their mobile phones, they explained this media allowed restricted use of immediate gestures. However, the physical sites within which the male students engaged discourse, although facilitating mediate gestures, also facilitated immediate gestures which could not be communicated through MSN or text messaging. Their immediate gestures are

signified through the physical apparatus of the body and represent a communicative style involving punching and play fighting. Mediate gestures, which signify immediate gestures, focus on joking. The students explained joking and play fighting develops trust and tests relationships. When the recipient of a joke and play fight responds with a behaviour which signifies relationship building i.e. responds with a joke or punch, this helps each actor develop their self-belief. The term *self-belief* refers to the affirmation of who one is becoming in relation to significant others.

The male students' use of MSN was explained as being more akin to testing and exploring new relationships from a relational distance prior to possibly meeting up. Meeting up was seen by the male students as an opportunity to further affirm their understanding of who they are becoming in relation to a new significant actor. This is not to say the female students' practice did not have the same motives for using MSN and Bebo, but their use of MSN and Bebo primarily indicates the sites are used to existentially maintain physical relationships engaged by those actors within BYW and BCC arenas. The female students' use of MSN and Bebo to maintain relationships between peers was described as primarily accomplished through multi-tasking. The different media used were often engaged simultaneously to manage and maintain the language codes necessary for maintaining discourse and engaging relationships. For example a student would use their mobile phone to talk to one actor, whilst engaged in Bebo with up to twenty other students. MSN would also be engaged with further actors, but each site not in immediate use would be minimised at the bottom of the computer screen. Music is often played through Bebo and mobile phones whilst school homework projects are completed and discussed.

However, data findings indicate the male students engaged one medium of communication at a given time until meeting in the physical realm. Once meeting at a physical site they might play fight, joke or text within the same period of time within which they were meeting. This is not to say multi-tasking and the use of MSN as a site for maintaining the physical relationship existentially was exclusive to females though. As JS explained, she had communicated with thirty two male and twelve female students on her MSN the previous evening. Each actor was engaged in dialogue with one another during the period she was engaged on the social site. However, the male students engaged in the focus groups did not indicate they engaged multi-tasking as a means of maintaining relationships on the social networking sites.

A summary of electronic communication media and their uses identifiable through the above data findings is presented below:

- Mobile phones used for text messaging and spoken dialogue.
- Bebo for leaving messages and observing historical and future orientated narratives.
- MSN to manage and maintain current conversations. Also for exploring new relationships through socialising with up to fifty actors conversing with one another.

11) The Linguistic Dimensions of Social Space

The linguistic structure and language codes engaged when communicating through MSN and text messaging are signified by the students through phonically spelt words and jokes. MSN was described by the students as being their most frequently used form of electronic communication media because it was the cheapest. MSN was the cheapest because it was, for many students, included on their parent's telephone and broadband package accounts.

When exploring the linguistic dimensions of MSN during the focus group session with the female students they explained that where they might physically hug each other to say hello or goodbye within a physical social site, on MSN the linguistic interpretation of this practice was to spell the greeting phonically and add emoticons. Emoticons were described by the students as being cartoon pictures of hearts, other animated pictures and faces. Emoticons would visually display the concept of various physical emotional expressions, which were identifiable visually on screen. Emoticons were placed at various points in sentences engaged as part of shared discourse. Emoticons helped the students signify the intentions for which the words were signs. LR explained when emoticons are used:

S "Do boys do the same? Do they put emoticons in and everything so you understand..."

LR "Yeah some do(all talk about it LR acts as spokes person) let me get the point across, say if you like are annoyed with somebody but then you are not too annoyed with them to not be their friend ...you know like every things still alright its like that I guess" (Lines 99-100).

Where greetings and discourse was often spelt phonically an example is presented below. Within this example can be identified a number of sequences used in managing

the relationship. First there is the initial contact, welcoming and testing of the relationship between each actor within the scene engaged:

How R U m8

Yeah not bad thanks

KL

KL means cool and from this point the relationship has been re-established such that further steps can be made to meet physically. When asked what one is doing later the students explained they would normally reply, "No probs goin outage" (Line 70). On questioning the meaning of *age* added to the word out the students said it was a friendly term, which was also used to welcome new people and make friends. The term *age* acts as a sign of a friendly personality and of the student's intention to engage relationships and to socialise. However, the students explained this expression is differentiated by individuals through its use as a sign between significant friends and those less significant others (Lines 77-83):

LR "Yeah yeah lovage is like the main one ...see you soonage"

S "So it sounds like it's a really friendly thing you say that because its kind of lovey dovey and you're friends but you wouldn't necessarily say it to someone who you just met on the street so if you went out on Friday night"

LR "Well yeh you would like it's not all like that..."

BT "Yeah ..."

JS "What you wouldn't say that on a Friday night"

BT "No but I say lovage as being friendly yeah to my boy..mates and some of my girl friends"

JS "Oh I say it randomly"

The use of *age* at the end of a word used as a sign between significant others was emphasised by BT and CE who are aunt and niece. Each regarded the other as being closely related as family members and friends. In the context of their relationship, once they were engaged in dialogue the term *age* acted as a sign of the level of relationship now engaged such that each could engage a further dimension of that relationship. In addition to adding the term *age* to specific words in their written dialogue the students said they emphasised this new word through multiple use of specific letters. This, they explained, acted as signifier of the tone of being voice used (Lines 92-96):

BT "Loverrrge you"

S "Right when you say that when you print it it doesn't have the same effect as when you actually say it now you've just said (to BT) it in a kind of "

BT (repeats the word and tone)

LR "Yeah well you wouldn't go up to someone in the street and say I lovage you would you"

BT "Yeah well no but CE would know what I was on about cos I would say (with tone) LOVERRRRGE you"

Previously, I stated that MSN was used as a cyber networking site where the female students would meet after school at approximately four o'clock. During this meeting each actor would discuss meeting up later that evening or the next day in more detail. However, the students said that if they met on MSN and did not further arrange to meet up physically then the conversation engaged on msn would develop into a cyber social gathering. When moving into this phase of socialising the students said each actor places significant emphasis on signifying their subjective intent through increased use of emoticons in their discourse. These are presented below as emoticons depicting the student's facial expressions within given communication:

Positive faces

Big smiley face – I'm happy

Tongue face – "like you're sticking your tongue out at them like (LR sticks her tongue out) JS copies and says ner ner"

Wink face – Joking with the person, taking the micky

Negative faces

Angry face

Sad face – I'm pissed off

Cry face

12) Expressions in Written Form

The above emoticons signify each student's emotions they feel at the time of engaging discourse. They are not signifiers of subjective feelings towards the person they are talking to. Emotions felt by each actor in relation to other actors are presented in linguistic form. JS stated using capital letters signifies shouting. She demonstrated this within a sentence written on the A1 sheet of paper and wrote, "HELLLLOOOO....IT'S

YOUUU,” BT added the response she would give to this message, “ALRIGHT MATE!” However, when the students communicate with unknown actors no emoticons are used within the sentence structure. Language codes used for communicating with new actors are formal. JS explained how she might respond to an unknown actor who has attempted to communicate with her, “Yes you go like hi who’s this?” (Line 138). BT added is she were the unknown actor who was attempting to develop a new relationship with JS on MSN, she would reply to JS’s question with “ ...and like hey I got your number off someone who’s this? ... my name’s BT “ (Line 139).

MSN offers a medium for exploring and maintaining relationships, but does not replace meeting face to face as a part of the students’ ongoing relationship building strategies. However, the students stated that meeting friends and peers physically to resolve issues encountered within relationships was regarded as an important part of their relationship building strategy. This practice reflects a similar practice engaged by the male students where their relationship issues were also resolved through physically meeting and each actor involved in a dispute talking the issues through,

S “Ok so how do you deal with real problems like if you do fall out is it best to deal with it face to face do you reckon?”

All “Yeah”

LR “So say if I like had a really big fall out with CE yeh on MSN and before I’d see her at school I’d try to sort it out on MSN but if we saw each other at school first I’d talk to her at school but it depends where you are doesn’t it”

S “Ok”

JS “I’d rather say like can I ring you cos like on MSN she could get muddled up” (Lines 270-274).

13) The Need to Experience People and Engage in Mutual Physical Space

MSN provides a social site, which facilitates the negotiating and managing of relationships and provides a context within which each actor is able to tentatively explore new relationships with minimal risk to disrupting their narrative and identity. However, the female students said they also use meeting physically to explore shared issues and experiences, and deepen their relationships. The students also said they were aware of some of the limitations MSN presented them when communicating. They explained it is possible, when communicating on MSN, to misunderstand the intentions of another actor regardless of each actor using specific words, emoticons and various other linguistic codes as signs and signifiers of mediate and immediate

gestures. Engaging discourse in the physical realm though enables each actor to make holistic connections with emotions, intensities, visual and audible immediate and mediate gestures. BT explained the importance of meeting face to face as opposed to meeting primarily on MSN (Lines 231-237).

BT "It's funner ..when you're actually with them `cos you can just...I don't know it's just more fun"

S "Ok but if you're in a situation like on MSN you just said you would talk to someone about a problem on man but not on text but you would ask to meet to actually experience"

LR "Like it depends what the problem was if its like something really silly ..."

S "Yeah but like if you want to talk to someone about a family thing that was going on"

LR "...Like BT I've broken a nail you've got to meet me haha"

S "But like if I'd broken up with someone"

LR "Yeah but if its just a quick relationship then yeah but if its like BT broke up with Bob then like we'd go and meet her"

14) Text Messaging

In addition to managing relationships on MSN, text messaging also maintains relationships existentially across time and space. Text messaging is practiced when students are on MSN as well as when they are not. However, the students explained they text message a friend to invite them to join the networking site if, when the student has logged on, their friend is not also logged on. The students said it was not common practice to engage text messaging between actors whilst both were engaged in discourse on MSN though.

However, when the students are not engaged in discourse on MSN text messaging was explained to be the most frequently used communication medium by the students. Text messaging locates and maintains each student's existing relationships with others across the flow of scenes when not located in the same physical or cyber socialising site. Text messaging acts as a vehicle managing the flow of time as relationships are perpetually maintained and sustained. The language used during text messaging is presented in restricted public code and once engaged acts as a life line existentially maintaining each student's aliveness by reassuring them of others' presence within the shared reality.

15) Analysis

16) Maintaining the narrative

The theoretical framework emerging from stage one of this thesis illuminated the practice engaged by the students observed through this research as engaging one or more of six specific relationship building behaviours during any given scene. These behaviours were identified as welcoming, supporting, protecting, exploring, building and maintaining. Whether a discussion between the junior leaders, a group of students hanging around on the school field during a youth club night or students attending the CoPE sessions, one or more of these specific behaviours are engaged. Analysis of the behaviours illuminated supporting, welcoming, protecting and exploring as being vehicles enabling the building and maintaining of a self-identity. The research also illuminated the former behaviours facilitate the latter behaviours.

Data gathered and presented from the research carried out in this chapter indicates similar practice is engaged by the students when socialising at sites located outside the organisational context of BYW and BCC, whether physical or cyber sites. Exploring, protecting, supporting and welcoming also act as vehicles for building new relationships within the context of these sites as well. Primarily though, the socialising sites engaged outside the organisational context of BYW provide a space for managing existing relationships. Once an existing relationship engaged within a narrative scene has been re-established (through whichever media or physical site visited) maintaining behaviour is re-engaged. This re-engagement provides a platform from which new events and subsequent possibilities of becomings can be further explored. Thus, the practice of managing and maintaining existing relationships, and exploring new events and subsequent possibilities of becomings, maintains the flow of time created within those relationships.

Opportunities for engaging new events and subsequent possibilities for becomings through electronic social networking sites are abundantly available through their providing a context within which large numbers of actors might engage discourse within a given scene. In her comments recorded in the focus group she attended, JS had specifically illuminated this point when explaining how many friends she had on MSN at one time. Hence the students (predominantly the females in this research) engage exploring behaviours with one another on cyber social networking sites and engage this behaviour further in order to tentatively explore relationships with males. However, the primary practice of maintaining existing relationships with peers whilst engaging the

practice of exploring new relationships also allows each student to relocate themselves in discourse with their known group of friends and peers in the event of the exploration feeling unsafe.

Therefore exploring new relationships on MSN is seen by some students as likely to pose significantly lower risks to disrupting their narrative story in the event of the new relationship not developing, than if these same new relationships were explored within a physical site. This is because at a social networking site an unknown actor, whether initially entering a scene or tentatively engaging an exploratory relationship within a scene can be blocked electronically if necessary. Whereas meeting a person at a physical site and exploring new relationships with them could induce unnecessary anxiety if the relationship did not become established. Therefore the threat of physical confrontation and increased anxiety becomes an inherent possibility within physical socialising sites. This practice of becoming more confident to confront people or verbally protect relationships on a digital socialising site, where they might not respond in such a way in the physical realm, corresponds with findings from wider research. Rheingold (2000: 190) highlights this point

‘Normally shy people react by speaking up, and people who would never shout at others or hurl insults in a physical gathering sometimes behave that way online.’

However, this is not to say the maintaining of relationships through cyber social networking sites or through text messaging is viewed by the students as a substitute for meeting in physical sites. Indeed, as discussed earlier, the female students explained they attend social networking sites and engage text messaging as a means of enhancing their self-narratives by exploring new, and to affirm established, relationships prior to engaging new relationships in the physical realm. The point I am making is that the data suggests the female students are individually more confident to protect ongoing relationships and the self-narrative from external threats more assertively online.

However, in contrast to the protecting behaviours presented above, where issues between friends or peers are disclosed on MSN or Bebo, meeting face to face to discuss and try to resolve them is viewed by the students as appropriate practice. This is because the communicative dimensions of non-verbal and verbal language codes engaged in dialogue can be visually and audibly recognised and interpreted, then

negotiated. MSN and Bebo do not have available for use signs and signifiers such that negotiation of minute changes in immediate and mediate expressions can be presented and interpreted within that signifying context. Therefore disagreements and issues arising require the physical presence of each actor to help resolve them, because the body acts as a holistic signifying context and site for inscription. Thus, once communicating face to face the risk of misinterpretation of signs, which signify intensities, is reduced.

However, the male students expressed a preference to meeting face to face with both peers and new actors. One explanation for this preference could be that the students reflect on their physical stature and strength, which induces feelings of ontological security between the students such that they do not interpret the presence of unknown actors as a threat either physically, or to restricting their becoming with peers. A further explanation for this preference can be identified when analysing the data findings for the male students' focus group. The male students appear to be either less able, or less willing to engage multiple digital social networking sites simultaneously. For example they explained that they use MSN and text messaging, but there is little indication they use both simultaneously. The female students though, explained they manage a number of different media simultaneously when maintaining and exploring new relationships. The students explained they use Bebo, MSN, mobile phones (for text messaging and audio calls), play music and manage homework whilst socialising within a scene at around four o'clock after school. This raises the possibility that the male students either prefer (or need) to meet face to face in order to signify and interpret language codes and discourse sufficiently in order to maintain their relationships and explore new beginnings. These explanations require further research to illuminate an interpretative framework for this practice.

17) Time and its Perceived Relativity: Managing the Flow

A noticeable similarity between the practices of the male and female students, with whom the focus groups were carried out, is that when each group meets with its respective members at a given signifying context, within which a scene is acted, each group of students are located relationally within the same sphere of influence of events within the duration of that shared scene. Thus raising the possibility that in order for each actor to act upon, and be acted upon by those significant others, each actor must be connected through sharing their intensities. As intensities are shared through dialogue, connections are made whereby mutual language codes signify those intensities. Thus a shared real is created. As the real is mutually engaged and new

intensities are constantly shared the conditions are created within which language is sustained in flux.

Where new intensities are shared by existing or new members, connections signifying those intensities differentiate them from existing intensities and thus create a flow of time (To maintain the metaphorical narrative theme emerging throughout the theoretical framework I will use the term events to describe these differences between intensities signified when communicating). Communicating signifies and maintains the flow of these different events, thus creating the conditions within which time is able to pursue different paths make multiple new becomings a possibility. Thus self-identity and the self-narrative are an ever becoming project, reflexively and inseparably interconnected with significant others and their narrative stories. Subsequently, within these conditions, the self-project becomes future orientated.

The above data analysis supports the theory that critically for the students in this research, facilitating of the flow of these relationships and subsequently time is important for maintaining their identity formation rather than the space, BYW, in which they occupy. Therefore MSN, Bebo and physical meeting sites have become important to the students as signifying sites and contexts through which the flow of relationships and time can be managed. Regardless of the signifying site being media based or in BYW its main purpose is to facilitate the flow of time, through which the self project is negotiated and maintained. That is not to say the physical space of meeting face to face or meeting on MSN do not have their obvious physical differences, but rather their purpose in providing a context through which the flow of time and subsequently the self project can be negotiated and maintained is something they do have in common. They offer a signifying context for creating and sustaining a shared real where the self project presented through MSN and Bebo is no longer engaged in a virtual reality but is located in a shared, actual reality.

Developing this point further the female students, when re-considering their simultaneous use of multi-media signifying contexts, are engaged in managing multiple new becomings. Hence, where new becomings and events facilitate the flow of time pursuing different paths this raises the possibility that the female students are engaged in a perceived faster flow of time than the male students. However, if this is not representative of their practice in relation to the male students in this research the possibility still remains that for the female students' the flow of time engaged within their practice is experienced by them as flowing faster than that flow of time perceived

by actors outside the scene within which they are engaged. This raises the possibility that actors engaged in any given social practice within a scene are engaged in a time flow relative to that site and scene. Thus time becomes relative to the shared reality within, and through which it is being created.

This is not to say the physical, solar time as understood through the reality that is our natural world is not recognised in terms of its use for defining the difference between moments of day, night and seasons. However, the students engaged in a shared reality perceive time primarily differentiated according to their multiple becomings rather than differentiated and defined through solar time. Hence, hypothetically speaking, a student engaging a school homework project alone for thirty minutes at home may perceive the time elapsed as slower than the difference in moments signified by the clock on her computer. However, when communicating with multiple actors on MSN, Bebo and mobile phone the same student may perceive a faster flowing reality than that signified by the clock.

18) Language Regulating Time and the Production of the Self

Managing multiple perspectives and new events and becomings increases the flow of time. The locus of time is also the language used when communicating. This can be explained through the following sequence of events; Language, it has been argued, signifies the event (new shared intensities) and differentiates between these events. Through signifying each new event as distinct from other events time is created. Time created through signifying these events within reflexive communication, it has been previously pointed out, is relative to the language used in communication within a given space. Therefore one's becomings and time is also regulated by language and codes engaged when communicating because language signifies not only the purpose or meaning of the event but, in doing so, makes the event distinct from others thus regulating time when communicating. Where language regulates time I have argued language is the locus of time, hence time has become a signifying context and condition within which the self is produced.

The above analysis further illuminates a point made in stage one. The research conducted in stage one illuminated language as located within the conditions for the production of the self. This illuminated a shift from its location within the class and material conditions of modernity. For example, a public code is argued by Bernstein to be the predominant vehicle for communication within the working classes and a formal code predominantly the vehicle for middle classes. The theoretical framework emerging

from stage one of this thesis further illuminated language codes as having shifted from their class based signifying contexts to reflexively engaged contexts for the production of the self. However, language is not solely located within the reflexive conditions within which the self is produced but is also created through those same conditions. Thus self-identity and reality are negotiated and also sustained within dialogue where linguistic forms cannot be separated from the self project.

19) Language as Speech: The Linguistic Dimensions of Time Management

Where I have argued linguistic forms cannot be separated from the self project this point is illuminated further if we re-consider the linguistic structure of language used by the students on MSN. Where words presented on MSN were explained to be phonically spelt, the spellings of the words were explained by the students to be specific to the individual expressing their intent. The spelling of a word signifies the spoken word through personalising its spelling and its application within the syntactical structure of the sentence. Thus, the purpose of presenting phonically spelt language on MSN is to signify the individual student's intent as speech. Thus replicating the spoken language codes, specific to each actor, which the actor uses when communicating in person. Therefore phonically spelt language is used by students to signify to significant other actors, with whom a relationship is already established, the student's intent to re-engage their self-identity and ongoing relational dialogue.

However, language is not presented as speech when communicating with an unknown person on MSN. When communicating with unknown actors a more formal and elaborated language code is presented, which does not use emoticons. BT presented an example of the language codes they engaged with new and unknown actors JS stated "Yes you go like hi who's this?" and BT replied "...and like hey I got your number off someone who's this? ...I'm like my name's BT" (Appendix Twelve: Lines 138-139).

The syntactical structure of the above quotes resonate with Bernstein's public code where JS and BT use like and shortened sentences when communicating with each other when agreeing how they talk to unknown actors, "yes you go like, hi who's this?" The signifying context of their quotes is located in the production of the self within their reflexive relationship. However the language, which JS and BT explain they use when talking to an unknown actor, is significantly more formal, "Hey I got your number off someone else who's this?" Where Bernstein states words are mediated through public and formal language codes he further states both can be mediated in either restricted or elaborated form. When considering the above quotes expressing the words used to

talk to unknown actors when communicating the formal code is used and is explicit and elaborated. No personalisation is afforded for risk of making vulnerable one's self project to criticism or attack.

The use of tacit expressions and restricted codes though, are primarily used within the context of a scene whereby building and maintaining ongoing relationships and the production of a reflexive self-identity is engaged. For the known actor with whom one's identity is being re-engaged and formed, language is presented as speech tacitly mediated within a restricted public code. An example of this language code is presented by BT as she explains the relationship she shares with CE, who is closely related through family ties. BT describes the language forms they might use on MSN (Lines 92-96)

BT "Loverrrge you"

S "Right when you say that when you print it it doesn't have the same effect as when you actually say it now you've just said (to BT) it in a kind of"

BT (repeats the word and tone)

LR "Yeah well you wouldn't go up to someone in the street and say I lovage you would you"

BT "Yeah well no but CE would know what I was on about cos I would say (with tone) LOVERRRRGE you"

The use of emoticons adds another dimension to the language, which is presented as speech. Emoticons express non-verbal physical expressions as well as tone of voice, thus signifying immediate gestures. Using emoticons as well as presenting language as speech helps the students create a framework through which immediate and mediate gestures can be simultaneously signified within a shared language code engaged within the students' communication. However, as JS further explained (Lines 124-125), the above phrases and tones shared between peers were also used by the same actors when communicating in a physical environment. Hence, the above MSN messages attempt to replicate not the real (as this is reality), but the physical.

Similarly, mobile phone text messaging between peers attempts to create a framework within which language codes engaged when meeting face to face can be replicated. However, the physical restrictions of cost and the restricted use of a small key pad inhibit language engaged through mobile phone text messaging to the minimum digits required to present a word when using a mobile phone. Thus the structure of words

used during text messaging is sometimes similar to, but more tacit than the structure used on MSN. This is not viewed as problematic to the students communicating through mobile phone text messaging though because the students explained that text messaging is primarily a vehicle shared between close friends. Therefore text messaging would be primarily communicated using restricted code anyway. However, where disagreement or misunderstanding is encountered within communication between peers, whether on MSN or text messaging, a telephone call is made to those with whom misunderstanding or disagreement is experienced and a meeting in person at a physical site is arranged in order to discuss the issues and clarify each actor's intentions.

I have argued language engaged in the context of MSN and text messaging is presented as speech, signifying subjective intent through correlating mediate and immediate gestures within a tacit and restricted language code. When analysing this practice and comparing it with that of the male students communication when they meet face to face the female students' language as speech is illuminated as representing codes similar to those engaged when meeting an actor within a physical context. Although mediate gestures engaged when meeting face to face were not primarily recorded or described by the male students in their focus group, the immediate expressions engaged were. Immediate expressions were described by the male students as representing practice engaged between peers who shared an established relationship. The students explained they play fight and joke, sit or stand around (hanging out) chatting about anything that is of interest to them during the present moment being engaged (Appendix Thirteen: Lines 7 and 11). These immediate expressions described by the male students as being engaged when hanging out correlate with the immediate expressions, which the female students described they use when they re-engage established relationships on MSN (Appendix Twelve: Lines 102-115). However, to express a joke on MSN or text messaging the female students described the use of wink and cheeky emoticons, whereas the male students said they play fight or laugh at each other.

The male students' practice also correlates with the data presented for a number of observed practices presented in stage one whereby the practice of locating ones self within a close proximal sphere of influence to an individual or groups of peers, was more noticeable than the words used. I further pointed out that the tone and volume of communication appeared to have an effect on the recipient more than the words used within discourse when an actor located themselves within a proximal sphere of

influence to a peer. When analysing data from these observed practices in stage one, signifying immediate gestures within dialogue was identified as being of critical importance to the students' relationship building strategies. Therefore, to replicate this practice on MSN and through text messaging, which enables the on-going maintenance and building of relationships, requires presenting immediate and mediate gestures as speech.

Where language is presented as speech through MSN and text messaging, this strategic practice offers the possibility of engaging a fast flowing change of events, which is critical to the maintenance of a becoming self. When ongoing relationships are re-established through engaging this strategy a secure cocoon is created from which relationships with new actors entering the MSN site can be relatively safely engaged. Thus constant engaging opportunities for new becomings in the present time frame can be managed with minimal risk to established relationships and the self-narrative.

20) Summary of Relevant Aspects of Data

Three key aspects stand out from the above analysis, which are discussed prior to presenting the intervention findings in chapter six. This is in order for the deepening theoretical framework emerging from this discussion to be used as a lens through which the intervention findings are analysed and interpreted.

- 1) The students' narratives are managed within digital socialising sites where language and relationship building strategies managed within the physical proximity of social networks is replicated and maintained. The data findings also illuminate the signifying contexts for language, whether within the physical or digital reality, have radically shifted from the conditions of class and materialism to the conditions for the production of the self. Where the self and the self narrative has been removed from the fixities of time and space through the use of digital media, emerging relationships and language codes exist in their own time.
- 2) Where Prensky (2001) presents the notion of 'digital natives' and immigrants where digital natives are "native speakers" of the digital language of computers, video games and the internet' (2001:1). He argues digital natives 'like to parallel process and multi-task' (2001: 2). However, the data findings illuminate that although many of the students manage parallel processes within their relationship building strategies some are either unable to (or do not wish to) multi-task. The data findings illuminate this particular aspect of Prensky's understanding of the digital

native's relationship building strategies is neither primarily located within the context of digital networks.

- 3) Although many students said they used digital networks to maintain their relationships and narratives the data findings challenge Prensky's notion that all students are "native speakers" of the digital language of computers, video games and the internet' (2001: 1). He argues these students speak an entirely new language, which older generations are largely unable to understand or access. However, the data findings illuminate the students' language codes used in digital media are not self referential but have their genesis within the physical proximity of relationships outside the digital sites and which also have their genesis within relationships with adults and peers.

21) Discussion

22) Language Codes and the Production of the Self

The analysis of the linguistic dimensions of the students' social practice engaged in the wider context outside the organisational discourse of BYW and BCC correlates with analysis of relationship building strategies engaged by the students in BYW presented in stage one. Analysis of data from stage one observations identified a distinction between the use of Bernstein's elaborated and restricted forms of his public language code within their socialising practices. At the end of chapter two I stated the students' use of elaborated language within a public code signifies a differentiation between historical, current and future orientated aspects of each individual's narrative story. I further stated the use of a restricted code predominantly maintains each actor's identity and meaning in relation to other actors engaged within their shared narrative story. That is, a tacit code is negotiated between actors engaged within a shared relationship. Data analysis further illuminates that a restricted public code is primarily used to maintain and negotiate an actors' identity within a current time frame. Data analysis also illuminates a restricted code is used to regulate current time frame within a given scene where language is the locus of time.

An example of the use of an elaborated code signifying the consistency of a historical, current and future orientated focus of an actor's narrative story on digital networking sites is illuminated when the female students explain how they manage relationships on the socialising site Bebo (Appendix Twelve: Lines 31-40). Although the students did not explain in significant detail the codes used when using Bebo, the descriptions of

what they gave indicated their predominant use of an elaborated code when leaving a message on someone's Bebo message board. When considering the use of an elaborated code on Bebo it signifies the difference between moments differentiated between historical and future focused events. For example, an actor will write a message on a Bebo message wall and await a reply from the recipient over a day or so. The act of writing on a message wall locates the writer in the past, historical context in relation to the actor reading the message and also locates the writer visually within the recipient's narrative story where pictures of themselves and their favourite music can be posted.

This visual presenting of an actor's self portrait on another actor's Bebo message board maps their future orientated self (through sending a message in anticipation of a future answer) onto the historical past of another actor's narrative story. This notion emerges as a possibility when considering JS's comments. She explained to me that pictures and music are used in the context of Bebo to signify themselves where music and pictures remind them of a given relationship during a given time (See Appendix Twelve: Lines 29-31). Audio and visual expressions therefore appear to signify a historical narrative where elaborated codes are developed beyond written forms into multi-sensory communication.

This practice has been discussed at length in wider theoretical debates where the focus of some discussion has centred on the assumption that today's students, who have been brought up in the 'digital age' speak a different language to those adults who were brought up in the pre-digital age (Prensky 2001).

Crook (2012) discusses the concept of 'digital natives' presented by Prensky (2001) and tensions encountered when importing web 2.0 into school based settings. Crook uses the term web 2.0 to describe internet developments (and specifically how language used on digital networking sites by students has developed) but suggests 'a more vivid phrase for capturing these internet developments is the 'participatory web' (2012: 64). The term 'digital natives' is applied by Prensky to all students, who he argues are "native speakers" of the digital language of computers, video games and the internet' (2001: 1).

Whilst developing his argument on the tensions encountered by schools when importing web 2.0 into the school setting Crook discusses the nature of dialogue and language used within that context

'(...) web 2.0 is a set of communication *practices*; distinctive human activities that are made possible by this infrastructure. In particular, the sheer scale of human engagement with the internet creates 'network effects' that stimulate the motive to participate and so widen the active community. Then, the loose pattern of social sharing that arises may be formalised into organised or collaborative knowledge building. Moreover, the high bandwidth invites activity with new expressive formats – particularly images, sound and video (2012: 64).

Crook also points out that use of web 2.0 includes four features of human communications of which two are of particular interest to this research. First are literacies, where widely accessible modes of digital communication offer new opportunities to represent the self and also to develop fluency in self-expression within this context. Secondly, opportunities for collaboration are made more widely available as well as offering 'tools for convening and managing more intimate and intense collaborative activity' (Crook 2012: 64).

Crook alludes to the notion that key features of human communication have not been discarded in favour of completely new forms of communication as Prensky suggests, but rather opportunities to extend those features have been made available within digital media. Hence, for the students in this research, Bebo offers extended opportunities for them to create visual and audio trajectories of the self in order to maintain the fluency of their self-expression.

I have pointed out that language used by the students in this research, which facilitates Bernstein's public language, is illuminated through data analysis as being the locus of time where language regulates and signifies events and opportunities for new becomings. The signifying sites within which language was once produced, as identified at the end of stage one, have therefore shifted towards the context of the production of the self within a relative time framework. In the case of the students' use of Bebo and other digital technology, Bernstein's elaborated code is being used by the female students, regardless of perceived class backgrounds (Point Six: Chapter Three), in order to manage the self within a historic and future orientated context but using pictures and audio signs as well as written forms. My previous conceptions of self-identity production as a reflexive project objectively acted upon then internally and subjectively derived is therefore far more subjective than first assumed.

This emerging, highly subjective concept of self-identity is further illuminated when re-considering the use of elaborated codes within the different relationships engaged by the students. When a new actor enters the MSN scene the female students explained that they question the new actor's intentions within what appears to be a formal code (Appendix Twelve: Lines 138-139). Where not specifically formal their language code is elaborated (Lines 199-200). However, the same students explained they also use an elaborated code within trusted relationships with significant other peers. An elaborated code, the students explained, was used when they had developed a significantly strong relational bond (Line 219). One might argue this suggests a material or class based use of language which is representative of the students' social backgrounds. When considering this practice within the context of the emerging framework though, the elaborated (and at times formal codes) are located in the production of the self rather than materialism or class based affinities. For example the use of an elaborated code can be clarified if we consider the behaviour descriptors presented in chapter one. The behaviour expressed by actors using elaborated or formal code towards a new actor would be described as protecting. During protective behaviours the descriptors indicate

...where no statement is made the group close access to the perceived danger by turning and walking away or turning inwards towards each other. Mediate expression uses low volume voices with one person talking using extended eye contact whilst peers listen intently. (Chapter Three: Point 3)

On MSN though, actors cannot turn or walk away when a new actor engages the group in the middle of a conversation, hence they are engaged in discourse where mediate expressions are presented in the absence of emoticons, or additional signifiers and a short, but formal or elaborated statement is made (Appendix Twelve: Lines 138-139). Considering this practice through the concept of self-production, the new actor has interrupted the flow of time and opportunities for becomings being maintained by the existing actors, and therefore the flow of time and new becomings are being protected. However, his presence does not induce rejection but a question, a risk assessment prior to possible invitation to join. On successfully accessing the existing relational discourse the new actor offers opportunity for a new becoming, but carefully managed to enrich the existing actors' self-identity and their shared flow of time. This practice replicates the physical gestures observed in the students' practice when researching their strategies for relationship building in chapter three.

This practice replicating physical gestures is not specific to the students in this research though. I presented Crook's (2012) point earlier that widely accessible modes of digital communication offer new opportunities to represent the self and also to develop fluency in self-expression. Crook is not suggesting new opportunities are only extensions of opportunities already engaged in digital networks but are also extensions of expressions of the self presented face to face contact within physical spaces. Jones supports this point

All interaction, including CMC, is simultaneously situated in multiple external contexts. Rather than disappearing when one logs on, the pre-existing speech communities in which interactants operate provide social understandings and practices through and against which interaction in the new computer-mediated context develops (1998: 40).

This point is further identified when considering an observation made of a year nine club session where one group of students shied away and became silent, turning their backs to me. The junior leaders however, when being observed by a peer, engaged an elaborated code to restrict his access to their discourse and protect their relationships and social ground gained. The elaborated code was engaged between existing actors and not directed towards the newcomer as observed on MSN. In both the observations carried out in physical spaces in BYW the relationship was protected by the students. Prior to the students being confronted with a perceived danger they had all been communicating using a restricted public code. The protecting behaviours observed in these practices and by the females on MSN were similar in terms of their linguistic expressions and associated gestures but were adapted according to the actor's preferences (i.e. turning away and whispering, reverting to an elaborated code amongst peers, and using elaborated or formal code towards a new actor). Hence, whether located within a physical or digital context, the use of language signifies behaviours and concepts derived from class based language codes and structures and are also highly subjective and reflexively engaged system of regulating and managing self-identity.

23) The Future Orientated Self

In the practice observed in chapter two in BYW, and in this chapter on MSN, once the possible dangers of a new actor joining a shared narrative had been safely negotiated the students returned to a restricted, tacit code shared within their existing relationships. However, for the new actor inclusion into existing relationships is

tentative and gradual as they negotiate the practice of collaboratively building shared narratives. Gradual inclusion is experienced by the new actor on MSN when they are intermittently referred to by existing actors. This practice of gradual inclusion helps maintain the flow of the original relationships into which the new actor wishes to be included. The flow is maintained through reverting to a highly subjective restricted code and protecting the relationships through the use of pre-agreed emoticons and immediate gestures only known to those actors. This subjectively interpreted restricted code now acts as a barrier to further inclusion because it is only shared between existing actors and must be gradually learnt by the new actor, then accepted in this form by the existing actors. In much the same way as the physical actions observed in BYW, when engaging new relationships on MSN, the new actor must gain the trust of the existing actors before they can become a significant other within the shared narrative.

However, in contrast to digital social networking sites where significantly large numbers of actors can be engaged simultaneously, in physical sites communication is restricted to those within immediate audible distance or to those able to read non-verbal immediate gestures within that sphere of influence. Hence where language (both mediate and immediate gestures) is the locus of time and the vehicle for sociality, for those who can multi-task they appear to have an advantage in terms of maintaining a faster pace of time and becoming through increased access to various modes of social networking. Where language is the vehicle for sociality it is also in flux but not self referential. In all social networking contexts, whether located in the physical realm or engaged on digital social networking sites, language is the vehicle for sociality. Language maintains the consistency of the students' narratives within collectively and reflexively engaged discourse. A significant proportion of all language used in digital networking sites has its genesis predominantly in the physical realm, as Jones (1998) and Crook (2012) point out. However, reality is maintained on digital networking sites via emoticons and complex restricted codes, which signify new intensities engaged within highly subjective relationships. Thus the perceived flow of time is increased within digital networking sites for some students as they maintain multiple sites simultaneously.

Where the research and data analysis carried out in this chapter indicates a significant correlation between the students' wider social practices and that of their practices engaged within BYW social, and CoPE session arenas this finding illuminates a confluence point between the students' social alignments and the normative

behavioural expectations of mainstream school. This is an important finding because behavioural expectations of students attending BCC are presented by teaching staff as behaviours conducive to learning. BCC interpretation of behaviours conducive to learning conflict with this theoretical framework and behaviours the students deem conducive to learning emerging from this thesis. Although considered further now, this conflict is also revisited during the discussion presented after the intervention analysis in chapter six.

The production of the students' knowledge of key skills and subsequent learning to apply this knowledge is derived from within the students' subjectively and reflexively engaged social structures. Knowledge produced and learning gained in order to apply this knowledge for use is intrinsically linked to a self project orientated towards future aspirations. Knowledge production and learning to apply this knowledge for use in the self project is therefore not specifically derived through the organisational communication channels of schooling or through conforming to its associated behavioural norms.

When reflecting on the emerging theoretical framework and the students' social practices observed in stage one of this thesis, BCC arena is viewed by the students as a site for gaining new experiences and opportunities for new beginnings suited to maintaining their future orientated projects. Regardless of these experiences and opportunities being located in a social or organisational context the experiences encountered are reflexively acted on and negotiated within the context in which the relationships are engaged. Therefore restricting the students' social practices through imposing specific behaviour norms and applying pedagogic approaches not suited to the task of sustaining a future orientated self restricts the students' ability to reflexively engage learning opportunities and apply any knowledge gained to their life worlds. Schooling is therefore required to engage rather than restrict reflexive practice. According to Bauman's insight, suggesting the students' maintaining the flow of time counts more than the space in which they occupy, the approach taken in CoPE reflects in part how this might be achieved.

I will develop this point further. I have identified time as passing through physical spaces because time is relative to the relationships in which it is created not the spaces through which it flows. This finding locates the physical spaces within which the students engage their social practice within time rather than time being regulated by those physical spaces. This is because, as stated previously, time regulated by

language is a primary signifying context for the production of the self rather than the physical spaces or the conditions associated with class based contexts within which those relationships occupy. Prensky (2001) recognises that students appear to use language differently from teaching staff. He argues a 'discontinuity' has taken place where today's students think and process information fundamentally differently from their teachers. Jones (1998: 12) claims the internet overcomes distance and in some ways proximity of time and space. Prensky also argues the fixities of time and space have been eroded through use of digital media but develops this point to claim that students today have been brought up under such conditions that they now speak a different language to their teachers. Students, he argues, are digital natives who have grown up with the language of digital networks. Teachers, he argues, are digital immigrants, who have not been brought up in the language of digital networks and have to learn the new language of those networks. This language barrier, he argues, is restricting students' access to teacher's knowledge and therefore students' knowledge production within schools.

This may well represent a dilemma facing many of today's students and teachers, but a more fundamental conflict is illuminated in this research, which is located between teachers' and students' conceptual understandings of how the self is produced and maintained rather than in the way students function and process information on digital networking sites. Subsequent debate from Prensky's (2001) paper (Bayne and Ross (2007: 5) and Crook (2012)) focuses around re-thinking the project and purpose of education in relation to issues identified in the use of digital networks in schools. Discussion focuses primarily on how knowledge might be transferred and deposited into the student. Prensky suggests teachers need to learn the language of the students and adapt to the language of digital technologies in order to remedy the discontinuity between language frameworks. According to this research though, a more suitable approach might be to explore how relationships and self production might be mutually engaged within physical, and then maintained through digital contexts. The discontinuity is not primarily located in a different functionality of the students' brains but rather in a shift in the use of language to the production of the self within and outside digital networking sites. Indeed, as I pointed out earlier, language provides a signifying context for the production of the self rather than located within the class based systems, structures and perceived correct language codes and constructs of schooling.

Time (maintained within, existentially outside and physically outside the organisational arenas of BCC and BYW) where language is its locus, sustains one's multiple becomings. Multiple becomings are directed towards future aspirations and goals. This theory raises the significant possibility of Giddens's notion of the self as a future orientated project. A project informed by the questions, "Who am I in relation to you?" and "Who are we becoming together?" A self-project also informed within a collective and mutually engaged narrative story rather than an individual project which aspires to Taylor's notion of an original self towards which one is destined to become.

There is no essential self, no positivist notion of who one is or ought to be any longer. For the students observed throughout this thesis the future self is not something to which one aspires to become as an ultimate goal or a divinely ordained self. The future self is rather a notion which sustains and orientates the self-narrative story which is being written as a perpetual middle, a becoming. Who you are at present is who you are also becoming. The person you are at present is the continuation of past into present events and moments. Events and moments have created, and now sustain time using language forms as their locus. Within and through the creation of language and thus time, opportunities for future becomings are being negotiated and reflexively engaged. Thus, maintaining who you are as a becoming project requires the notion of a beginning and future end. However, to the students the future end is not conceptualised as a focus from which a fixed beginning and subsequent progression is measured. Neither do they solely measure achievements in relation to their future orientation. Rather, the term future orientation implies a focus for their becoming together where each student perpetually asks themselves and those reflexively engaged others, "Am I sustaining my becomings whilst we become together?"

In view of the self-narrative the story is no longer a linear progression, but a never ending cycle of becomings where birth and death both in the physical and social orientate and distinguish subjective feelings of aliveness. Aliveness that is, in relation to a becoming self directed by this orientation where aliveness is the contrast between maintaining becomings and not. Not becoming induces feelings of death simultaneously of both the self and social and subsequent fear of an imminent doom. Hence students' feeling of being alive and engaged in their future orientated becoming is a necessity within schooling for these students.

If the above discussion reflects the students' practice and view of the self this illuminates an issue within teaching practice engaged at BCC. For example within BCC

there appears to be, in the light of this discussion, a misconceived belief that behaviour for learning is defined and maintained through strict clothing regimes, normative control of the body through physical education, regulated bodily movement within the physical site and required prescribed syntactical and linguistic correctness when talking to teaching staff either in the physical or digital sites.

The above discussion argues that the students' are required to significantly self manage their flow of becomings, which correlate with their future orientation and historical self, in order to maintain their feeling of aliveness. Current schooling practice reflects a separation between knower and agent whereby the student is viewed primarily as a cognitive producer. This view of the self separates the student from their sociality and its intrinsic orientation. If the flow of becomings were to be facilitated according to the students' view of the self discussed above whether through the use of ICT and digital social networking sites and other digital media, learning opportunities might become meaningful to them in relation to their future orientation and its associated aspirations. Behaviour for learning, as prescribed at BCC, represents a formalised means of normalising speech and movement such that cognitive skills officially perceived as suitable for gaining access to good jobs and higher education can be administered to the masses. This separation of knowledge from the agent and their sociality stems the flow of time through inhibiting socialising and subsequently induces feelings of resentment, depression and boredom associated with subjective feelings of possible death of the self project. This achieves quite the contrary response from the students in this research to those intended by the schooling system at BCC. The students reject the learning opportunities on offer and act in non-compliance with behavioural expectations.

24) Multi-Tasking: Regulating Aliveness

In relation to their feelings of aliveness and negotiating becomings identified in the students' practice I have argued time is regulated by language where the linguistic dimensions of discourse and social practice need to be suited not only to the purpose of managing the event and moments but also to managing time as well. I further argued some students appear more able or willing than others to access and manage a faster flow of time through multi-tasking. This point applies to those students skilled in the use of digital media such as MSN, Bebo and text messaging because they have access to significantly more parallel discourses and multiple perceptions of a shared reality.

Prensky (2001) however, argues all digital natives (the students) have been brought up surrounded by digital technology and all function differently to adults in terms of how they understand language and digital networks. Key attributes of digital natives he argues are

'Digital natives are used to receiving information really fast. They like to parallel process and multi-task. They prefer their graphics *before* (original italics) their text rather than the opposite. They prefer random access (like hypertext). They function best when networked' (Prensky 2001: 2)

The data findings for this research do not correspond entirely with Prensky's claims though. I pointed out in the data analysis some of the male students preferred to use one digital media at any time rather than multi-tasking. They also preferred meeting face to face rather than using digital social networking sites to meet up (although Prensky might claim this is still being networked). The data analysis also illuminated the students' frequent use of graphics in addition to text but which did not necessarily indicate the students preferred graphics before their text (Appendix Eight: Lines 99-127). Indeed the emoticons and graphics are intrinsic to the students' text in this research but they are not necessarily presented in the functional format Prensky suggests. Rather the graphics are located in language signifying the production of the self and have their genesis in specific relationships. JS (Appendix Twelve: Lines 124-127) explains she puts graphics after the text, which suggests her use of graphics acts as a signifier to the sign (the words) in this context.

What emerges from the data is that digital social networking sites do not necessarily invoke new language codes but rather provide a different vehicle and context for managing self production. Students replicate their relationship building practices on digital networking sites but adapt their skills and abilities according to the media used and the social and physical constraints encountered within any given digital or physical socialising space. One might agree with Prensky here though, in that there is a distinction between the students' and teachers' (digital immigrants) ability to adapt to multi-tasking on digital media differently. However, the findings from this research suggest that some of the male students are unable to adapt to, or choose not to multi-task. The ability to multi-task and adapt to digital media is not peculiar to students in this research though. Bayne and Ross (2007: 1) point out that the highest usage of internet in the US in 1999 was by 35 – 44 year olds. This raises the possibility that multi-tasking and use of language on digital networking sites is not native to those

people brought up within the digital age. Prensky's distinction between teachers as digital immigrants and students as digital natives is not therefore specifically a generational distinction but rather a distinction between choice, gender and ability located in the conditions within which the self is being produced.

I have stated that relationships maintained within digital networking sites and using other digital media replicate relationship building behaviours managed within the physical realm. The students do not maintain relationships and develop language codes in isolation from adults, in this case myself or staff at BYW. Although the purpose of this research is to explore the students' relationship building strategies engaged at BYW in order to better understand their concept of teamwork within those relationships, I have stated their language is not self-referential but located within the genesis of relationships established with adults and peers. The students' language has been replicated through adapting the use of digital media. Therefore language used by students on digital networks has its genesis in already established relationships, which includes adults or digital immigrants. This raises the possibility that the discontinuity between teachers and students in schools is not located primarily within the functional use of language used on digital media but in maintaining relationships between students and teachers outside those media, which have not been maintained on digital media.

The language engaged by the students in this research on digital networks is therefore something which is adapted to by students and teachers in order to maintain relationships and self production. For those students who choose to, or are able to, adapt their socialising practices in order to replicate and extend them through use of digital media have access to greater opportunities for becoming than those who have restricted access to or choose not to access them. This point would therefore apply to students and teachers alike and where Prensky constructs a divide between digital immigrants and digital natives the students in this research indicate, as Bayne and Ross (2007) and Crook (2012) argue, the boundaries are far more fluid than he argues. I previously argued language simultaneously regulates and signifies moments thus creating time. Digital media offer increased opportunities for becomings and to subsequently engage a faster flow of becomings. Therefore, the students who are able to, or choose to multi-task find engaging social practice with students whose becomings are engaged at a slower pace unsustainable for long periods, as their own becomings are restricted. Engaging peers at a slower pace of becoming confronts the student engaged in faster a pace of becomings with feelings of social death. Students

engaged in a faster flow of time might therefore perceive those engaged in a slower pace of becomings as 'immature' or 'childish'.

This theory offers some explanation for BT's comments recorded in stage one of this research. BT and her friends asked for NY to be removed from the CoPE group due to his actions perceived by them as childish. However, this perceived immaturity does not represent the reality perceived by NY if considered further. To understand NY's perspective we might consider the discussion after stage one in which I argued Gidden's notion that each person, in their younger years needs to establish trust and Umwelt, a sense of normalcy within a system of relevances. I argued the male students' joking in CoPE was a means of establishing this sense of normalcy and trust cocoon. Therefore if NY was attempting to re-establish Umwelt he would be perceived by BT to be restricting her opportunities for becomings. In turn this induced a feeling of slowing her perceived flow of time because NY was trying to establish this trust between himself and his peers rather than enabling her to engage a new opportunity for becoming with him and his peers. However, he was either unable to, or did not choose to, multi-task and engage MSN, Bebo or text messaging with those whom he was deemed being childish. He either chose to, or was restricted to, using fewer communicative vehicles through which to establish Umwelt. Hence his establishing Umwelt and subsequent creating opportunities for becomings was acted out through the space in which they occupied at the time, BYW.

However, from BT's perspective she had established trust and Umwelt between herself and her peers through multi-tasking on MSN, Bebo and text messaging after school and wanted to move on with the CoPE learning which would help her achieve her future orientated goals. Thus, for BT engaging discourse with NY whilst he was engaging a different stage and pace of becoming restricted her feeling of aliveness. Being confronted with NY's behaviour presented her with reminder and possibility of death in relation to her historical and future orientated self. From her perspective NY was immature and childish but from his point of view, and interpreted through the behaviour descriptors identified by the co-researcher, he was building relationships and protecting his negotiated relational space prior to maintaining it, then using these relationships as a basis for orientating and accessing future becomings. One similarity between both students' practices is that both had future orientated goals which informed their feelings of aliveness but were experiencing these at different paces. Thus each viewed the same reality through restricted and apparently conflicting perspectives.

If considering further interventions in CoPE with these students, two groups would need to be formed if this theory reflects the students' reality. Learning opportunities made accessible in one group would engage multi-tasking through computer, one-to-one chats and developing activities engaging other actors using multi-media. For the other group learning opportunities would focus around group discussions where a staff member would help the students reflect on their learning and the relationships engaged within the group. Due to time constraints these were not applied. However, further consideration of these learning opportunities is given at the end of chapter six.

A final point to be made is that the findings illuminated male students were perceived to be less able than females to multi-task. However, this interpretation may well be the reality of the observed practice but I do not intend their skills to be interpreted within the boundaries of sexual definitions. That is, where sex is interpreted as a biological inscription. Rather I have interpreted the students' practices through gender definitions where gender is a cultural choice. While I recognise that gender is not a simple dualism nonetheless the evidence presented in this research suggests that it remains powerful in linguistic and behavioural production and reproduction.

Hence it is primarily within the conditions and signifying contexts for the production of the self-project in terms of gender rather than the biological conditions of the body that the students' linguistic dimensions and communication skills appear to differ. It appears there are some social sites and multi-tasking skills which are engaged by male gender and some engaged by female gender students.

25) Summary

This chapter has explored the linguistic dimensions of the students' practices in order to deepen the theoretical framework. This framework has provided an interpretative framework through which developments to the interventions presented in chapter six could be further informed.

Key points have been further illuminated:

- 1) Gender is a key determinant of sentiment and behaviour within relationship building strategies. Students engaging female orientated gender distinctions significantly engage relationship building strategies through digital networks by multi-tasking, through which sentiment is signified electronically. Male gender behaviours appear significantly more physically demonstrative and signify sentiment primarily in the first person.

- 2) BYW and BCC are arenas occupied for moments, through which a complex narrative of multiple perceptions maintained through parallel communication sustaining a shared real are engaged.
- 3) Language is the locus of time regulating a future orientated and becoming self in flux within a simultaneously engaged physical and metaphysical real.

The above points further raise the possibility of Gidden's future orientated self albeit a highly subjective being and becoming self where language is a primary vehicle for supporting one's becoming. In order for the developing CoPE programme to be made meaningful to the students in a language framework they understand, knowledge produced must therefore be conceptualised as supporting a future orientated and collaboratively produced becoming self-project.

Chapter Seven

Developing Further Interventions and Data Presentation and Analysis

This chapter presents and analyses data recorded from a CoPE intervention developed for new, year ten students and developments made to the CoPE discourse intervention with year eleven students. The year ten intervention focused on presenting the CoPE concept of teamwork within a relational rather than the task focused discourse used on PDRs. The year eleven discourse intervention focused on maintaining the ongoing reflexive relationships between the students and me via the same discourse approach used in stage one in order to develop mutually understood language codes and concepts. Data is presented as a narrative in order to alert the reader to changes made to the intervention when engaging in problem solving independently became problematic to the students.

This chapter then identifies themes common to data from each intervention and analyses the findings drawing again on Deleuze's notion of cinema and time to illuminate the concept of a narrative in perpetual flux. I critically consider the significance of staff and family as actors within the students' narratives, with whom the conditions are created from which the self has its genesis in discourse. This notion is explored and further existential questions guiding the production of the self, which are intrinsic to maintaining self-production within those conditions, are illuminated.

1) Outline of Year Ten Intervention: New Intake (September 2007 – December 2007)

The theoretical framework emerging from stage one informed an intervention, which aimed to expand the opportunities for possibilities of the new, year ten cohort of students' becomings within group relationships. To create these opportunities specific teambuilding and task focused activities were planned as part of the programme for the first term of the course. Task focused activities, according to the findings presented in stage one, would provide contextual vehicles for relationship building and thus create opportunities for new becomings. However, when talking with the students during the activities I aimed to re-conceptualise the CoPE concept of teamwork in language forms they would understand. To accomplish this teamwork was presented as being the students' shared responsibility to build and maintain relationships when collectively engaging a task. The concept of leadership was to be presented as each group member making decisions in the perceived (by the students) best interest of the whole group within the context of those relationships.

Theoretically, the intervention aimed to create a signifying context located within discourse and the production of the self rather than in materialism or class based language codes and behaviour expectations. Subsequently school related issues arising with a) peers inside or outside the organisational context of BYW and BCC, or b) family members could be negotiated within this context. Issues would be managed as part of the students' narratives within the CoPE scene. The intervention developed through the following three phases:

1) Students would complete a six session programme of task focused and subsequently relationship building team activities. The programme aimed to create a context for relationship building through:

- Developing the use of tasks to build and establish relationships between staff / students and students / peers.
- Using CoPE units focusing on sports and teamwork activities to facilitate tasks.
- Providing an environment within which students and staff could negotiate and agree safety behaviour and practice boundaries in order for each actor to develop trusting relationships.
- Providing opportunity for students to record (through taking photos) and evaluate (through writing restricted code notes) their feelings in a personal journey diary. This aimed to create visibly recorded memories and historical

referents for the students when reflecting on this particular scene in the future. Records would also connect each student's perception of reality within that shared relationship by inviting each student to also bring in photos of, or describe their feelings when engaged in, practice outside the organisational context of CoPE in BYW.

2) The above programme would be followed by four sessions comprising task and discussion focused relationship maintaining activities. These sessions aimed to provide opportunities for the students to express their understanding of teamwork with the context of the relationships they were building through:

- Gradually replacing some relationship building activities with relationship maintaining activities identified in stage one.
- Discussion engaged within relationship maintaining activities, which would identify areas of leadership and responsibility within the relationships being established.
- Creating an environment within which students could explore, express and record their conceptual understanding of teamwork within the relationships being maintained.
- Introducing activities requiring discussion then collective participation to complete. Each student would be required to take responsibility for making a decision or leading a section of that activity. Individuals would learn teamwork skills required to complete the CoPE award and also learn to maintain relationships when carrying out those responsibilities.
- Providing opportunity to reflect on each student's teamwork skills focusing on their leadership and responsibility taken for maintaining relationships rather than focusing on their specific task focused roles.

3) Present a team task for the students to work together to complete in four sessions. Students would discuss the task and their responsibilities, then complete an assessed CoPE teamwork plan prior to engaging the task.

This phase aimed to help each student access and record the concept of teamwork within the signifying context of their relationships through:

- Using the groups' relationships as a signifying context acting as a relational referent when completing the teamwork PDRs later rather than using the task as a referent when completing the PDRs.
- Creating opportunities for staff engaged in those relationships to help the students reflect on their learning, identifying leadership roles and responsibilities.

Monitoring and recording the intervention was carried out using the following methods:

- Comparing conceptual understanding and elaborated code presentation recorded on year ten PDRs with previous year eleven group PDRs at a comparative stage of the programme.
- Create a diary titled 'My Personal Journey' for each student to record their feelings and conceptual understanding developed throughout the intervention.
- Staff recorded and evaluated the students' engagement with the intervention activities and their relationships throughout the intervention.
- Completion of key skill assessments and activities were recorded on tables displaying progress each month.
- A semi structured interview was carried out with the new member of staff exploring her perception of the students' engagement with the activities and their developing conceptual understanding of teamwork.

2) Background Information of Group Structure and Inter-relationships

Staff met with a group of year ten students who had been invited to join CoPE for two sessions prior to the summer holidays in 2007. The sessions aimed to present the CoPE programme to the students such that they could reconsider joining if they wished. Once joining the programme in September 2007, the students attended CoPE sessions on Friday mornings 8.45am until 1.35pm, following the same session framework as the year eleven CoPE programme. The students who attended the sessions in September were known to each other. One group consisting of four males were already friends and two other students were already friends. However, both friendship groups would not normally hang out with each other or talk to each other in a social context.

From an initial group of thirteen students invited, and accepting the offer to join the CoPE programme, two did not attend throughout the intervention and one student

opted out after a month. The three students who opted out of the programme were male and had all truanted school prior to joining CoPE. The group of students who completed the intervention programme comprised eight male and two female students from the original thirteen invited to attend, and one further male student who joined in September 2007. This student joined the group as an emergency Social Services placement in September with initially unknown school or home life history. In terms of relationships established prior to attending CoPE the female students were not acquainted prior to attending CoPE, as one was Thai and had recently emigrated from Thailand to England.

A further point to note in terms of the relationships engaged at the beginning of the intervention is that the new student joining in September exhibited consistent confrontational behaviour seemingly induced by paranoia concerning other students' perceptions of him. This led to concerns being expressed by staff to the BCC SENCO about his unknown background and hence unpredictable behaviour. However, the CoPE programme was deemed by the SENCO as being necessary to meet his relational and academic needs. Hence the students were relationally eclectic in comparison with previous Princes Trust or CoPE groups.

3) Outline of Ongoing Year Eleven Intervention (September 2007 – December 2007)

The following intervention with the now year eleven CoPE group aimed to develop mutually understood language codes established in stage one through maintaining ongoing reflexive relationships between the students and me. Our relationships would be maintained through continuing the discourse approach presented in stage one. The intervention was adapted from its earlier form in stage one in the light of foreseen staff and structural changes planned for the autumn term. The intervention was further adapted through considering data analysis emerging from chapter five when unforeseen difficulties arose.

On starting year eleven the students were facing three significant threats to their feeling of Umwelt:

1. The delivery of the CoPE sessions had changed from Friday to Tuesday mornings.
2. Leaving school and having to find further education or work placements.
3. My female colleague, with whom I had previously shared the delivery of CoPE, had resigned.

To help maintain the stability of Umwelt I decided discussion would continue to act as a vehicle whereby the students and staff would talk frequently about their social lives and experiences both inside and outside school. This is because discussions would support ongoing development, and mutual understanding, of language codes and self-identity throughout this change.

In stage one the research explored these students' practices when they were in year ten. In terms of developing social skills the year ten CoPE programme traditionally aimed to develop a context for collective reflexive identity formation and mutual responsibility for each other's safety and well being. The research question at stage one asked:

- What socialising practice is going on around me, which evidences strategies for relationship building?

Throughout year eleven though, the focus of the CoPE programme was directed towards using the relationships developed between staff and students, and the reference points supporting self-identity, as a platform from which the students would prepare for leaving school or applying for F/E courses. This helped the students focus on attaining their future aspirations expressed when they joined the course whilst also maintaining the relationships, which had developed between them. Hence the intervention presented in this chapter recorded and monitored the students' progress when completing the PDRs and developed their conceptual understanding of the required language in this new context and set of scenes during the first term of year eleven. However, although the discourse approach maintained the same methodological approach as in stage one it was now located in the context of the students' social transition from school to the world of work and further education.

Through monitoring the year eleven students' practice as they encountered the three changes to the CoPE sessions I aimed to learn how they managed and negotiated their relationships through this social transition. I aimed to reflect on the findings from my recordings and use them to inform programme changes for the current year ten students when they faced similar changes in year eleven.

4) Developing the Intervention

Through reflecting on the theoretical framework emerging from stage one I had some foreknowledge of how the students' might act when faced with existential dangers.

Hence the following structures were put in place, which aimed to reduce feelings of anxiety I expected them to experience. The structures primarily facilitated a continuation of the discourse approach. In response to staff changes:

- The students were informed in April 2007 that my colleague on CoPE would be leaving in July 2007.
- Students were invited to advise staff when creating a person specification for the post and also interview candidates to appoint a new staff member before August 2007.
- Task based relationship building activities were planned for September 2007 to facilitate relationship building between the new staff member and students.

Focusing on preparing the students for FE or work:

- The head of vocational training at BCC met with the students during the summer and autumn terms to plan and discuss work experience placements, which aimed to help students decide on further education choices.
- Each placement, to be completed by February 2008, was devised as a part of a CoPE unit whereby the students had to record a diary of their experiences. The diary would create a visual and written recording of that scene, which the students could later reflect on in relation to their narrative stories.
- Final presentation and evaluation of diaries would act as guides to complete CVs and help the students choose FE courses or vocational opportunities.

In response to the change of CoPE teaching day from Friday to Tuesday:

- The students attending CoPE changed their CoPE session day from Fridays to Tuesdays two weeks prior to the summer holidays. This followed the same strategy employed by BCC and aimed to help the students make the transition in CoPE as a part of their school transition. Thus maintaining the scene they were engaged in that context.
- A day trip was planned for October, which aimed to support the maintaining of students relationships within the CoPE context.

Monitoring and recording the discourse intervention findings and the effects of the above changes to the programme were carried out through group discussions,

reviewing and analysing PDRs, recording and evaluating social practice on session evaluation sheets and conducting an interview with the new staff member.

Year Ten Intervention

5) Data Presentation and Analysis: Year Ten Intervention

Data findings for the year ten intervention presented and analysed in this section compares the development of conceptual understanding of teamwork within the year ten cohort with the current year eleven students' development of conceptual understanding of teamwork and completion of a group activity, recorded on progress charts from the previous year. Previously, the time required to engage discourse with the current year eleven students, such that conceptual language was developed, was approximately one hour per PDR per student. The discourse approach therefore required one hour for each of the fourteen students for each plan, do or review sheet to develop conceptual understanding. Given the employment time demands on staff and I this was unsustainable. Hence the developing intervention aimed to reduce this time to four hours per week within the school day for the development of hybrid codes and conceptual understanding. Discourse focusing specifically on the development of conceptual understanding was made available within timetabled sessions rather than also making available time for unscheduled focused discourse outside the structured CoPE sessions. Focusing my availability for discourse within these specific, structured sessions provided a framework through which the development of linguistic repertoires necessary to complete PDRs in the required elaborated codes could be recorded and compared with the current year eleven students' progress charts presented in chapter three.

Data gathered from each of the three stages of the intervention are presented below. Analysis of the data considers the role of the intervention as a signifying context within which the production of the self might be sustained through providing a site for multiple parallel discourses and new, shared narrative scenes.

6) Creating a Context for Relationship Building and Negotiating Collective Values

a)

Providing tasks, which when engaged by the students, were recorded as providing vehicles for building relationships between the cohort of students from the beginning of the course in September. Staff observed a significant and gradual building of

relationships between the students and peers, and the students and staff. One session evaluation recorded by myself and a member of staff reads:

After break super youth work and team building exercises was reflected on and discussed by all members and staff ...the idea of relationship building, task focused exercises as a first activity appears to significantly enhance the cohesion of the group prior to engaging the first unit. (7th September 2007)

b)

Providing the students with opportunity to reflect on their learning and self-identities, in relation to the new group in a personal journey diary, subsequently created opportunities for staff to engage discourse with the students individually through focusing on the content of their diary entries. Some students also chose to engage discourse about their diaries and social lives within a wider group discussion context. The practice of recording personal thoughts and then discussing them with staff was perceived by staff as a context within which trust and mutually understood elaborated language codes were being developed between staff and students. I recorded this observation on the weekly evaluation sheet, "...the personal journey booklet seems to help young people talk about themselves to staff and build trust" (7th September).

When presenting a computer programme called photo-story, which showed photographs of the students as they engaged in group activities, the students' comments related to their collective and individual relationships engaged during the activities. The photo-story sequence of photographs provided a vehicle for discussion where the students remembered their collective historical narrative, which had been formed throughout the activities so far.

c)

By week four of the intervention each group member was observed engaging in dialogue through discussing relationships and various other topics with staff and peers. However, one area of ongoing conflict was noticeable between RS and four of the assertive and loudly spoken males. These four students were aware (not disclosed by staff in BYW) that RS was in emergency foster care placement and tried hard to include him in group discussions. However, they were constantly met by confrontational verbal comments by him. RS's confrontational immediate and mediate gestures were met with retorts from the aforementioned four male students. Two of the

quieter male members further disclosed to staff that they sometimes felt intimidated by RS's behaviour.

Where the group relationships and feelings of security with one another were perceived by my staff and I to be at risk of being fractured I visually presented, then discussed the BYW behaviour guidelines with the group and the consequences of the students not following those guidelines. The behaviour guidelines were presented at each session whilst I contacted the BCC SENCO and RS's foster carer to gather information relating to his family and schooling history and medical or social issues he had recently experienced. This exploration led to the disclosure, by the SENCO to me by mid-October, of serious physical abuse. In the light of this disclosure the SENCO and RS's carer offered ongoing advice and support to staff and I in order for us to understand how to engage RS in the event of relationships deteriorating between him and the four male students with whom he was experiencing conflict. I also took time to consider RS's relational history with my CoPE staff members and we explored the information we had been given through the lens of the theoretical framework emerging from phase one of this research.

Viewing RS's historical relationships through the lens of the theoretical framework illuminated the possibility his childhood trust cocoon had been fractured, which subsequently induced paranoia where he experienced significant difficulty developing trust with people around him. Although paradoxically in order to re-engage his self-identity narrative, his orientation remained focused on seeking and building trusting and safe relationships within the group. This theoretical possibility was presented to the SENCO alongside the aims and outline of the CoPE course and my view that RS was seeking safety rather than attrition within the group. I explained he was experiencing restricted access to relationships rather than attempting to fracture relationships between himself and the group members. The SENCO subsequently suggested the CoPE course was the most suitable place for him.

Although the other members of the group were confronted with the above relational issues with RS the relationship building activities delivered during this intervention were observed by a staff member as acting as vehicles for the rest of the group to negotiate their relationships with each other. The students were also observed exhibiting welcoming behaviours towards RS. In her interview with me, Nancy, a staff member stated, "I think they (*The students*) are much more kind of aware and accepting of other people within the group..." (Interview p.5, emphasis added).

However, one session evaluation recorded that although many students were demonstrating welcoming behaviours they were still experiencing significant difficulty engaging RS in dialogue or social practice:

The other young people seemed to be accepting of RS in the group and showed some sensitivity towards him but this was met with defensive reaction from RS. He tried later to joke with KN to build trust but this was not seen as a joke as KN had not seen RS's smile when he made a statement about KN's pool playing ability. (28th September 2007)

d)

By the end of the initial phase of six sessions all the members of the CoPE group except RS were observed entering a maintaining stage of relationships with at least one other group member outside their preferred friendships, identified at the beginning of the programme. Conversations relating to socialising outside the organisational context of CoPE were recorded as being engaged between all students and staff, without staff initiating such discussions:

Relationships are still being built and entering a maintaining stage between peers. Also maintaining is occurring between some young people and staff such as KN and GK asking where Sue (Staff member) is. (5th October 2007)

e)

Towards the end of the initial phase when the maintaining behaviours were observed two group members stated that, as one member had not attended for the previous four weeks, he should now be warned that if he did not regularly attend he should not be allowed to re-join the group. This comment indicated the development of relationships between students through building, maintaining and now protecting behaviours (mediated through warning a peer of prospective future danger).

7) Providing Opportunities for Students to Express Their Understanding of Teamwork Within the Context of Relationships

a)

The concept of teamwork, described to the students as completing a task which acts as a means to facilitating and maintaining relationships, was presented to the group at the beginning of session 5. A discussion focusing on the concept was held immediately.

An evaluation of the discussion recorded the discussion had enabled two previously quiet members of the group to critically engage the discussion:

Following group discussion about leadership and responsibility was engaged by nearly the whole group with excellent input by LN and GD as well. This is encouraging as both are normally very quiet. (October 5th 2007)

b)

Staff observed that, when referring to the above conceptual understanding of teamwork within discussion, using this conceptual understanding created a framework through which the students could define their roles within both the activity and relationships. The students did not view their roles in terms of a given task but now expressed their roles such that when each person engaged their role it maintained group relationships. This was recorded on the weekly session evaluation:

On discussing what the young people had previously learnt in the milk-shake making session it was noticeable that when looking at teamwork using concepts of leadership and responsibility the young people were then able to define each responsibility as a role. This was not previously considered in Jan 2007. (October 5th 2007)

c)

The concept of leadership and responsibility presented within the teamwork activity now correlated with the students' narrative conceptual understanding of leadership and responsibility within their relationships. Using this conceptual understanding as a framework for discussion also had the unintended effect of facilitating wider narrative discourse such as culture, identity and religion. One weekly session evaluation recorded the approach as offering a reflexive framework for each individual to consider significant other's (peers within the group) perceived their identity:

It was interesting to explore issues of culture, identity and religion. The young people were able to develop their understanding of how they are perceived and how others would perceive them...LN in particular impressed Suzi (staff) as to how he led his group and presented. He showed some confidence in presenting although very nervous. (12th October 2007)

d)

As some students started renegotiating their self-identity narratives within the context of group discussions individuals were observed as willingly standing out from their

peers through making individual decisions and taking responsibility for collective goals. However, taking responsibility for collective goals relied on the individual trusting the group to also take collective responsibility for individual decisions made. In this way the process of the individual taking responsibility and making decisions on behalf of the collective goals and the rest of the group taking collective responsibility for the decision made by the individual maintained relationships between individuals. When comparing this practice with the practice of the current year elevens this trust and individual confidence was not observed where there was resistance (observed in NY's practice) to stand out from peers and make decisions. An evaluation of a trip to Brighton recorded the year ten group's developing collective responsibility:

Group were excellent in terms of getting on together and treating public with respect...NR led us to a Thai supermarket and we bought some ingredients for next week to make a green curry.

Back at the youth wing a dispute was calmed by GD

GD showed exceptional leadership in dealing with RS and JR in a quickly erupting dispute about a pool table game. (16th November 2007)

8) Accessing and Recording the Teamwork Key Skill Within the Signifying Context of Established Relationships

a)

By October 12th staff agreed that each member of the group was ready to carry out an assessed teamwork project and complete a plan. This decision was based on the students' ability to demonstrate understanding of the CoPE concept of teamwork. The students' understanding was recorded in discussions and in their personal journey diaries. However, after the project was presented and discussed anxiety was expressed by some of the students when they were shown the plan sheet. The students said they were worried they could not reach the GCSE level required to complete the plan and also struggled with the language used on the sheet. Therefore, to lessen the students' feelings of anxiety the plan was re-introduced the following week but I presented each plan sheet question using the students concept of teamwork, which focused on leadership and the responsibility of each individual when engaging the project to maintain relationships within the group and use the project as a means to this end. The end of session evaluation recorded the plan had been completed by all the students present.

To see the effects this conceptual approach had in helping the students' access the CoPE conceptual language for teamwork, the question "What are your responsibilities?" presented on the CoPE Plan sheet at level one written by GK was compared to the plan written by LY (current year eleven student) the previous year. GK wrote, "Project manager – making sure everyone sticks to their roles, and I am going to go into sports shops in Brighton and look at some hoodie designs." The previous year LY had answered the same question at level two with the response, "I will make sure that my team are doing the milk-shake correctly because I have done it before on a club evening. I will lead the group because I am a junior leader already."

LY's plan had been written in January, three months later in the programme than GK's. However where GK identified his role within the group relationships and the activity, and the responsibilities and jobs related to his role, LY does not so precisely define his responsibilities in terms of the jobs he needed to carry out. When I discussed LY's plan and comments with him he explained his view of teamwork was that each person engaged in the activity had not had a specifically agreed job allocated to them. Each group member therefore took responsibility for jobs as they arose and individual's responsibilities primarily focused on supporting relationships rather than achieving the task. This response reflected BT's response recorded in her review of the same task the previous year (See data for fig. 9 g).

b)

Staff organised an offsite trip on 9th November, which aimed to provide a context within which emerging relationships might be maintained. The relationships maintained on the trip would help build trust and feelings of Umwelt between staff and students and between students such that any feelings of anxiety relating to the CoPE assessed plan and engaging relationships with each other might be reduced. A trip to Brighton was organised as a reconnaissance trip researching various products in retail outlets for their teamwork projects. Staff observed and recorded relationship maintaining behaviours and noted reduced signs of anxiety, "... group were excellent together and treating public with respect" (9th November 2007).

c)

Once the plans were completed and the projects started the group members were observed experiencing little conflict during the process of maintaining relationships. The project maintained the flow of relationships and in doing so made the project meaningful, as a means of learning teamwork skills, gaining access to a GCSE and maintaining relationships for the students. One session evaluation recorded, "GD and JR were particularly attentive with JR steaming ahead on his plans for a leisure

business activity / quad biking day out" (November 16th 2007). In contrast, when engaging the same project the previous year, a significant number of the current year eleven students had stated they could not see the point of the activity and could neither conceptualise the CoPE concept of teamwork.

d)

Each of the students discussed their individual responsibilities in relation to completing specific jobs. These responsibilities correlated with individual responsibilities for maintaining relationships within the project. Each student also engaged group discussions in order to self and peer-evaluate their leadership skills. The current year eleven students had previously engaged the teamwork project, but had been unable to conceptualise the teamwork key skill in discussion and had experienced significant difficulty evaluating their leadership skills and differentiating their responsibilities. The current year ten students however, engaged the project with little conceptual misunderstanding or anxiety:

The initial part of the session was a great opportunity for each person to talk about the emerging leadership qualities of each person in the group. This had a marked affect on RS and some of the boys as they appeared to want to appease the group in future conflicts and each tried hard to get on throughout the morning. (16th November 2007)

e)

The concept of responsibility and leadership was observed as becoming intrinsic to the students' socialising within the organisational discourse of BYW and the CoPE sessions. The concept of leadership and responsibility was engaged between group members when the key skill of teamwork was not the focus of a specific activity. Where members had taken responsibility for specific roles and maintaining relationships when engaged in small groups of three or four for the teamwork project, they were observed taking similar responsibilities for maintaining relationships outside the roles and responsibilities they took within the project. The students took responsibility for other members of the group with whom they had not worked on the teamwork project e.g. when attending a climbing wall session at an activities centre

...the young people all participated in the climbing wall (...) although some were nervous to start with. All the young people showed sensitivity and support to each other (...) trusting relationships seem to have developed between unfamiliar partnerships. (23rd November 2007)

Princes Trust and CoPE groups had not previously been observed engaging supporting behaviours across friendship groups during this activity at this stage of the programme.

f)

The year ten students completed their PDR's and teamwork projects within a similar twelve to sixteen week time period as the current year eleven group. However, the current year eleven group had needed to make more precise their answers presented in the PDR's, which they had completed for the silver Princes Trust award in the autumn term prior to changing to CoPE. As explained, CoPE used the same PDR's as Princes Trust but focused more on the conceptual understanding than evidence of practice.

Completing the transition to the CoPE required standards had, as previously stated, taken many hours of one-to-one discussions. The staff time required to guide the year ten students when completing the same PDR key skill paperwork was significantly less. The students in the year ten group completed their PDRs within project groups with a staff member guiding the group. This approach took approximately one hour of staff time to guide each group. No longer was there the need to engage discourse with each student's social lives such that conceptual understanding could be engaged and translated into the PDR required language.

g)

The students' conceptual understanding of teamwork was located within the relationships being maintained through engaging the projects. Subsequently the responsibility each student had towards maintaining relationships with group members also defined the stages of the project. For example a student taking responsibility for overall guidance of the group took the role of group leader and led initial discussion identifying jobs needing to be done and identified which ones suited each member. The student responsible for resolving conflict in relationships would lead group discussions each session and maintain time keeping.

h)

I carried out an interview with a member of staff, Nancy, to explore her perception of the students' conceptual understanding of teamwork in comparison with the current year eleven students' understanding the previous year. I showed her a copy of NY's plan from the previous year when he was at the same stage of the programme as GK (a member of the current year ten group). Nancy identified a difference in conceptual understanding of the processes involved in the CoPE concept of teamwork between each student:

I think in terms of the current group I'm working with they are much more ...able to understand the concept of process a lot more...Like if you just look at the two examples you look at what my group did is actually have a starting point and then have an end result and were able to identify sort of key points and milestones to help them get from what they want to do to achieving what they want to do...(Interview p.2)

9) Analysis: A Common Sense View of Teamwork

The above data findings indicate where the teamwork project was located in the context of self-production within the students' relationship building strategies. This context provided an existing shared language framework through which the students could re-conceptualise, through discourse with staff, the CoPE concept of teamwork. Subsequently, the project and associated skill acquisition became meaningful and common sense to the students, because they supported the students' relationship building strategies and helped maintain their shared and individual narrative stories.

When I had introduced the project and concept of teamwork to the current year eleven students the previous year they had struggled to see meaning in the project. Also, conceptualising the CoPE concept of teamwork was problematic. I asked a staff member, Nancy, to compare two plans, one written by a current year ten student and another by a current year eleven student, who had written the plan whilst engaging the same project the previous year. I asked Nancy if any differences between the year ten and year eleven students' conceptual understanding of the CoPE concept of teamwork stood out to her

Simon "do you think there is much difference between that one (I show her the current plan) and the one used last year?"

Nancy "...they (*Referring to the current year ten student, My addition*) just have a bit more understanding...I think they understand why we are asking the questions we are asking them about...they are able to relate it to what we have been doing in terms of leadership and responsibility."

Nancy later stated, "I think they are able to relate it to their own lives and it's within their sort of scope of understanding. In terms of they are being able to relate it to activities we have done with them and they are able to relate it to scenarios in their own lives because we have had that in discussions" (Interview p.3).

Nancy's observations show the year ten students had started to conceptualise teamwork within the context of their self-narratives where engaging the project created another scene within that narrative story and new possibilities for becomings. Multiple perspectives of each student's reality were and now are sustained through discourse facilitated by the project. Discourse sustains each student's narrative and the now shared narrative where the language of teamwork is not simply linguistic refraction and self referential emerging seemingly from nowhere. Language signifying the students' sociality is in flux thus acting as a referential framework connecting each student's perception of the relationships being established. Hence, language sustains self-production and the self-narrative whilst creating and sustaining a shared real located within the context of the project.

The reality of being known and mutually referentially connected via collectively understood language is the required absolute in this instance. Therefore engaging the projects have become common sense to the students and have developed as a scene within each student's narrative story.

10) Adapting Scripts for the New Scene

However RS, who was educationally statemented as having special educational needs, joined the group and experienced significant difficulty socialising with the other group members. RS's socialising difficulties were observed through his restricted access to, and consistent misunderstanding of other group members' social codes. His restricted ability to handwrite further emphasised this difficulty where he required a laptop word processor for all written exercises and any spelling took a while longer than the rest of the group to articulate, because his typing was slow. He had also refused staff offers to scribe for him. Therefore, where the other students had talked about the project, discussed their responsibilities and jobs and each had immediately written them down, RS took significantly longer, which interrupted the flow of discourse. The restricted flow of discourse subsequently restricted the maintaining of relationships during those discussions and the flow of each student's narrative within that scene. Although as previously stated, the other group members had been observed attempting to engage and include him in group activities outside these discussions throughout the planning stages of the projects. The students were metaphorically adapting their scripts within that narrative scene in an attempt to make accessible their relationships to him. However, once RS gained access to those relationships he and the group members conflicted on a number of occasions where the other students increasingly aired concerns about their physical safety when in his presence. After my negotiating with all

the students and staff, and subsequently establishing safety measures and presenting specific relationship building behaviour expectations to all the students, this created an environment where the students felt less vulnerable to RS's physical and verbal outbursts.

Subsequently, by the time the group were ready to complete the do and review sheets for the teamwork project all the students were observed attempting to renegotiate relationship building strategies with RS and write him into the collectively engaged scene. By January 2008 he was offering significant contributions to group discussions. His comments were, with increasing frequency, showing critical insight and his academic intellect developed further than the rest of the group members at that stage of the programme. However, where the programme aimed primarily to develop social and wider key skills rather than solely academic skills, staff decided each student, including RS, needed to work at level one rather than level two. This was because, when reflecting on the above analysis and the theoretical framework emerging from chapter four, the pedagogical approach I had engaged recognises the knower and their knowledge as one. Cognitive recall of key skill concepts and reproducing them in discussion without application to the reality engaged in activities or as a group member does not necessarily imply holistic self-development. Therefore RS's cognitive knowledge produced did not reflect its consistent application within his narrative or relationship building strategies observed within the organisational discourse of BYW. Had his knowledge correlated with its application to the group's collective narrative and practices this would have indicated his engagement at level two. His practice within the relationship building strategies reflected level one key skill standards. Yates (2005) acknowledges the validity of this approach to knowledge production where

...knowledge for use means a form of knowledge production that rejects dualism and the separation of the knower from her knowledge ... school might perhaps work with a holistic epistemology where self-knowledge and knowledge of the world are one narrative (...) that combines body, emotion and cognition at the heart of both knowledge production and its use. (2005: 17)

This is not to say RS had conceptually misunderstood the teamwork key skill or its application to the project, but it was rather that remembering his past fractured narrative and trust cocoon made it difficult to trust new people and take further risks when re-engaging friendships even though his desire was to do so. His actions when threatening other group members, when considering the theoretical framework

emerging from chapter four, could be interpreted as making relational risk assessments and testing responses prior to engaging deeper relationships with the other students. Once he was confident to engage relationships made available by the students he was then able to conceptualise teamwork within that context. However, although he was able to develop conceptual understanding he was experiencing difficulty holistically engaging this knowledge consistently within relationships because he was still struggling to negotiate them. My pedagogic approach and the CoPE assessment standards viewed RS's conceptual knowledge as inseparable from the students' practice. His conceptual understanding could therefore only be assessed at a level representing holistic development and engagement with that knowledge.

However, aside from the assessment levels, through negotiating relationships and using the project as a means to this end RS's narrative was being re-established. All the students, including RS, were being written as actors into a collectively engaged narrative scene. Therefore, this scene, now being re-written to include RS, required each actor to participate in the production of a collective and subsequently each individual student's narrative.

11) The Scriptwriters

Considering the above analysis, and drawing on the Deluzean framework presented in chapter five, one essential responsibility within my role as educator within the programme is to facilitate the conditions within, and through which, opportunities for new becomings might be encountered within relationship building strategies. I facilitate these conditions through presenting the CoPE programme, which offers the students opportunity to engage a new scene within their narrative identities. I am also responsible for creating a draft script (introducing the concept of leadership and responsibility when engaging a project). However, where my role and associated responsibilities facilitate the conditions for relationship building and sustaining collective and individual narratives, the outcomes of the students' narrative stories are dynamic and written as the students engage and negotiate the script within that scene. Although the uncertainty experienced when encountering new opportunities for becomings and ontological insecurity experienced when new actors arrive midway through establishing new relationships and trust within that scene induces resistance to newcomers or those actors whose attendance is inconsistent. Similarly an actor leaving the group part way through renegotiating the script within that scene leaves an actor's role unfilled and causes some resentment. Each actor therefore has responsibilities within a specific role within the relationship strategies and subsequently the projects, as

presented in the data findings. It is within the roles each actor plays that the script for each scene is reflexively and subjectively negotiated and in doing so creates the conditions through which a referential language and signifying codes emerges.

Considering this point further, my role is that of scene director and a key responsibility is that of draft scriptwriter. The primary purpose of my role is to create the conditions within which the students might ultimately, through engaging relationship building strategies, access the CoPE GCSE. Once gained, the GCSE accreditation, as previously identified represents legitimate currency for attaining further goals and aspirations such as FE placements, jobs and subsequently a sustainable income with which to support further development and the maintaining of friendships and families. In short, this final goal is the groups' primary motivation for occupying this social space; to maintain existing relationships and the production of a viable self and narrative such that access and training for future relationships and family units might be gained.

However, once the draft script has been presented it is the responsibility of staff members and I to renegotiate our roles and responsibilities in relation to other actors within the conditions of the now developing scene and emerging relationships. As educator though, the expectation of the students is that my primary concern and decision making role focuses on helping them develop the life skills necessary to achieve these goals.

Year Eleven Intervention

12) Data Presentation and Analysis of Year Eleven Intervention

My role as scene director facilitating the conditions within which the students might ultimately access the CoPE GCSE became critically important midway through monitoring the progress of the year eleven students, whilst they engaged the discourse intervention in October 2007. I explained at the beginning of this research that CoPE had been chosen by the year eleven students and I as an alternative programme to the Princes Trust course. The choice was made in order to provide access for the students to attain the GCSE value attributed to CoPE. The GCSE level accreditation was perceived by the students and their parents and carers as holding significant value to help them gain access to future aspirations and goals in work and further education. The students had explained the GCSE level award would also help them feel academically equal to their peers.

All the current year eleven students had initially expressed their desire to gain level two CoPE accreditation. An initial discourse intervention, for which the data findings are presented in chapter three, had been introduced in January 2007. This intervention aimed to create the conditions within which conceptual understanding of CoPE key skills might be developed. By June 2007 eight of the students were recorded as demonstrating conceptual understanding of key skills at level two standards. The remaining six students are recorded as demonstrating conceptual understanding of key skills consistently at level one standards and demonstrating some conceptual understanding at level two standards.

However, consistently demonstrating their conceptual understanding at level two standards within a project became significantly problematic for many of the year eleven students by October 2007 even though interventions, introduced in September 2007 as a development of the initial discourse intervention phase had been implemented. These interventions specifically aimed to facilitate conditions within which conceptual understanding of the key skills could be managed and further developed to consistently demonstrate level two standards. The interventions had been developed after identifying a number of unavoidable timetabling and staff changes to be encountered in September and then also considering the likely effects of these changes when reflecting on the theoretical framework emerging from chapter four. The theoretical framework illuminated the significant possibility that the students would experience existential anxiety and disorientation in relation to their self-narrative and its orientation

towards future goals when faced with these structural and relational changes. Hence the interventions aimed to support the students through this transition stage.

However, by October 2007 all the students were demonstrating behaviours signifying their disorientation in relation to their aim of developing key skill conceptual understanding and subsequently gain the GCSE accreditation at level two. The students were observed engaging in relationship building strategies which primarily demonstrated building relationships and self-narratives within a scene with significant others. This strategy had shifted (and arguably regressed) from the strategies the same students had been observed engaging in throughout June where they had been primarily maintaining relationships and exploring opportunities for new becomings within established relationships with group members. By October the students were observed not engaging new events which could allow time to pursue a different path and thus engage new becomings. The flow of time, relative to that engaged in by the same students in June, was restricted. The students were engaging in a slower time frame giving the appearance they were metaphorically treading water.

Data gathered throughout this phase of the discourse intervention has been gathered through observing the students' practice, engaging in discussions during CoPE sessions and carrying out semi-structured interviews with the students. Data is presented in narrative form in order to illuminate the sequence of events created by the students as they strategically managed their relationships whilst faced with existential dangers through social transition. Data is further analysed in relation to the question "how are relationships managed and negotiated through social transition?"

13) Managing Social Transition When Faced With Existential Danger

July 2007

Two weeks prior to the summer holidays Sue, a familiar member of staff who had developed close relationships with all the students, resigned her post to get married and move to Scotland. Sue's replacement, Paula, started work the week after Sue resigned. Paula, already employed as a part-time youth worker during the evening youth club sessions for the previous six months, had been interviewed and appointed as Sue's successor on the CoPE sessions by myself, a year eleven CoPE member and the BYW junior leaders. Paula had been building and maintaining relationships with many students during the evening club sessions although she had not yet developed relationships with any of the CoPE members such that they had reached the maintaining stage of relationship building.

Two weeks prior to the summer holidays the CoPE programme also followed the school tradition of changing to new lesson timetables before the start of the autumn term. The year eleven CoPE sessions had been moved from Fridays to Tuesdays. However, many of the students when attending their first Tuesday CoPE session, were confused and disorientated in relation to which classes they needed to attend because they had just that morning been presented with their new timetables. Many of the students also had mistakes on their timetables. During this two week period of organisational change and confusion the students attended the CoPE sessions and shared their issues with myself and Paula. Paula however, did not understand the timetabling issues and had neither established relationships with the students within this specific organisational setting such that she could understand how the issues might affect each individual and subsequently offer suitable advice.

Therefore building relationships between the students and Paula within this context during this time of disorientation became problematic to all the actors. During the second session in July a number of students, stating they represented the whole group, explained to me that although they felt supported by me they did not feel supported by Paula. They stated she was not helping them reduce their anxiety through this transition period because they were experiencing difficulty building relationships with her.

Later that session all the students refused to do any work and said it was because they did not want to work with Paula. I called the group together to discuss the issue and to help me understand the relational problems they were encountering with Paula. Paula did not attend the discussion and later explained to me that she had become aware of the students' feelings of what she perceived as hostility towards her and had sat in an adjacent room allowing them opportunity to express their concerns to me about her without her being present.

14) Filling the Role Vacated by Staff

During the discussion, recorded on 17th July 2007, the students explained they had expected Paula to take the same role Sue had played in the sessions where she and I had shared much of the teaching and leading discussions. Sue had been, in their view, more proactive than Paula in terms of building relationships with them and exploring opportunities for new beginnings within discussions. However, the students stated Paula had similar personality traits to Sue and also offered a similar level of guidance when completing CoPE projects. The students said they respected and liked Paula and

made efforts not to speak negatively of her during the discussion. They explained they missed Sue (p.2):

S "What are some of the other problems we are coming up against?"

BT "Where's Paula?"

S "She's doing a presentation"

...

BT "We want Sue back"

S "Are you finding it difficult having a new worker?"

All "Yeah"

...

BT "She doesn't talk to us" (quietly)

S "...because she's so new to it and it's very different from stuff she's done before"

Where Paula had not immediately filled role Sue's role the students attempted to negotiate Sue's return

BT "It feels horrible without Sue"

NY "Just want to go home"

S "Ok"

...

CE "We do our work as well when Sue's here"

S "It's different it's gonna take time for you to get to know Paula and for Paula to get to know you"

BT "I'll text her" (Sue) (p.3)

The students were not rejecting Paula as a new actor but explained they were experiencing a sense of loss in relation to a significant and established actor leaving a narrative scene. Subsequently, they said they were faced with uncertainty.

15) Managing the Self – Narrative: The Significance of Time and Space

In addition to the anxiety experienced when faced with a staff member leaving, and needing to developing new relationships with a new member of staff, I had expected the students to also experience some uncertainty and disorientation when faced with the change of sessions from Fridays to Tuesdays. Hence, I had expected the structural changes and re-focusing of the sessions towards supporting the transition from school

to H/E or work to be sufficient to maintain the conditions within which each student could still sustain their self-narratives and reduce any anxiety related specifically to this change.

However, the interventions presented at the beginning of this chapter did not appear to reduce the students' feelings of anxiety when comparing their behaviours with the previous year eleven cohort during the same transition period. During the discussion with the current year eleven students regarding their concerns about Paula, the students also explained that the Tuesday CoPE sessions felt different in terms of how they had previously felt during Friday CoPE sessions. The students said they felt disorientated, and attending CoPE on Tuesdays felt strange to them. As stated at the beginning of this chapter, I had expected the students to experience some anxiety. I had developed the intervention for this cohort of students based on my assumption that they would, as the previous year eleven students had, primarily experience anxiety when facing an uncertain future. That is, leaving school. I had not understood the anxiety experienced by previous year eleven students and current students, as primarily being induced by feelings of spatial and relational disorientation.

The following dialogue was recorded within the group discussion on 17th July and illuminates the students' feelings

S "Ok how do you feel about the CoPE group now, ok it's on a Tuesday how do you feel how that changes things?"

LY "It's shit"

...

S "Does it make a difference?"

BT "Yes"

S "Because it's Tuesday?"

BT "Yeah I'm not being funny but you can't go home to look forward to the weekend"

LY "Why did it have to change?"

S "...so you can't go home..."

BT "Yeah so we can plan our weekend" (p.4)

Moving to a Tuesday had induced feelings of spatial and relational separation from a familiar socialising time, which they had intrinsically associated with BYW spatial arena and relationships and dialogue engaged on Fridays. Friday socialising space, time and

discourse were the conditions within which relationships were maintained and new becomings arranged for further exploration during the weekend.

When viewed through the lens of the developing theoretical framework, the conditions within which the narrative scene engaged on Fridays had been acted was now located within what they perceived as a school scene. However, this scene was already being acted out within specific practices and conditions engaged on Tuesdays

CE "I don't like it being here on a Tuesday ...I got so geared up my weekend that I got to Friday and go yeeah, but now I'm like ...like..."

S "It's just different isn't it?"

BT "Yeah it's boring on a Friday now"

...

S "Yeah? I ...Yeah go on DS"

DS "I don't think people work as well 'cos you got like school and it's all around us, this is like another school day now" (p.5)

16) The Debilitating Effects of Change

All the students then verbally and assertively insisted I change the CoPE session day to Friday and contact Sue to re-employ her. As these demands were being made LY and BT engaged discourse and started to argue. They also, unusually for these two students, verbally insulted one another. I intervened and asked them why they were arguing. They did not respond to my question immediately but DS explained to me that LY and BT were anxious due to the staff changes and because the day on which CoPE sessions were held had changed. He further suggested a group day out would help restore existing and build new relationships between the students and staff over the next half term.

After DS had explained this to me, CE and LY expressed their feelings, which they said were induced by facing the aforementioned changes

CE "It's just weird it's 'cos we've got school the next day"

BT "Yeah"

S "What was that you just said LY it makes you feel?"

LY "Crippled"

S "Crippled in what way?"

LY "It makes me feel old" (p.9)

LY described how he felt when faced with an unknown future and the loss of a member of staff, as feeling crippled. He also explained that attending CoPE on Tuesdays made him feel crippled because he felt surrounded by school on Mondays and Wednesdays, which he saw as an oppressive school system he had to attend but could not access. A system he had previously, on joining CoPE, found respite from.

LY also explained he felt old now he was a year eleven student and faced with making the transition from childhood to adulthood when leaving school. However, reflecting on the students' demands to change to CoPE from Princes Trust a year before, they had argued that completing the GCSE level course offered through CoPE made them feel as though they were equal to their peers in mainstream school. The students had also previously argued attending the CoPE GCSE level course would make them feel grown up because they would now not be viewed as children by their peers. Therefore LY's resistance to the transition from childhood to adulthood, and negative interpretation of feeling old appeared to contradict his and the other students' previously expressed wishes to engage those stages in their lives.

17) Ghosts from the Past

September 2007

The interventions developed to support the students' transition into year eleven were maintained in order to provide the conditions within which they might renegotiate their self-narratives each Tuesday, and also further develop conceptual understanding of new key skills. During the autumn term the following key skills were to be learnt:

- Conducting a piece of research
- Engaging a discussion
- Problem solving

I was absent during the second, third and fourth CoPE sessions following the school summer break though because I had to attend inset training. In order to help the students regain familiarity with one another, the CoPE course and build relationships with Paula I had booked two activity sessions for the students and staff at an outdoor activities centre. On my return from inset training at the end of September the relationships between many of the students had fragmented. By fragmented I mean the students' behaviours and dialogue were not mutually engaged in CoPE discourse within BYW. Three male students were observed constantly running around BYW disengaged from the session activities and discussions. This practice distracted other

students who were engaging CoPE discourse and activities, drawing their focus away from discussions. These three male students' behaviours were interpreted by the other students and I as disruptive because it interrupted the flow of relationships and focus on CoPE discourse the group. DS recorded his interpretation of his observations on the session evaluation sheet, "I feel that it was stoppy starty and that everything has been turned upside down and that no-one had a clue what they were doing. I think as the weeks go on the group will become more stable and will adjust" (25th September).

October 2007

The students continued experiencing significant difficulty negotiating and managing the session change from the Friday to Tuesday and establishing relationships with Paula. The above practices observed in September continued into October, although behavioural boundaries were consistently applied by staff. Significant numbers of students were inconsistently engaging the discourse intervention and had neither completed their research project or completed an assessed discussion.

On October 16th though, staff noted an increasing number of the students were expressing their wishes to engage and complete the CoPE activities as well as attempting to complete the research project and assessed discussion at level one or two. These same students were also observed physically moving away from the spaces engaged by the students who were not engaging with the research project or assessed discussion. The students who expressed a wish to complete the activities also sought staff support to achieve the key skill standards they aimed to attain. They further requested I remove those students they perceived as being disruptive from the CoPE course in order for those wishing to engage the CoPE course without distraction.

The students request to remove those who were not perceived as engaging with the research project or assessed discussion was not met immediately and the interventions remained unchanged. This was in order for me to observe, record and analyse the students' behaviours and development of conceptual understanding over a longer period of time. This time also allowed me to conduct interviews with the students who were engaging relationally disruptive behaviours in order to understand their perception of their practices.

18) Negotiating Change but Not Standing Out From the Crowd

During the October intervention monitoring period I asked the students whose behaviour was perceived as disruptive, why they acted in such a way. They explained

to me they disliked the thought of talking in front of peers during a discussion and this had made them anxious. I had not stipulated they would be expected to stand in front of peers during the discussion. I had stipulated they needed to carry out research into a topic of interest then discuss their findings together but during the discussion would need to meet specific standards including the following:

- Ask one question
- Remain focused on the topic
- Clarify points made by others

I reminded them of these standards but they maintained the thought of talking in front of peers made them anxious and they were avoiding experiencing these feelings by engaging practices which made them feel less anxious.

When planning the autumn programme I had assumed the students might experience anxiety when faced with engaging a discussion. However, my assumption was that anxiety would primarily be experienced if conceptual understanding developed within the activity was meaningless outside the organisational context of BYW. Hence, I had first asked the students to research a topic of their choice in order to locate the learning opportunity within their self-narratives outside the organisational discourse of engaged in BYW. Then, information gathered from the research would be used to inform the discussion thus making the discussion and the assessment meaningful within their self-narratives, acting as a vehicle for maintaining relationships within a familiar group of friends. However, although this approach may have provided the conditions for making knowledge useful outside the organisational discourse of BYW, I had not considered the students might experience feelings of isolation when faced with sole responsibility for meeting standards within that discourse.

NS, one of the students engaging the above behaviours shared his concerns, which were recorded, "NS was very worried (about leading a discussion) and told Paula and Simon that he could not talk out loud in front of his friends." (30th October 2007) NS also pointed out that taking responsibility for meeting specific criteria for a discussion i.e. asking questions and developing other people's points was problematic. The requirement for him to participate now placed focus and responsibility on him as an individual, which made him feel distinct from those significant others and subsequently induced feelings of discomfort and alienation.

All the above male students later displayed similar behaviours when faced with the separation from peers in November. These behaviours were observed during a discussion Miss Smith (name anonymised), the Head of Vocational Studies, who had attended a CoPE session to discuss and confirm arrangements the students' work experience placements to be attended individually in January. However, a number of male students refused to attend their placements without a friend from the group sharing that placement. Many of the above male students were observed ignoring Miss Smith or making jokes about her whilst she was talking.

In response to the students joking and ignoring Miss Smith I advised them that although I understood their anxieties they would not be able to attend the following week's off-site activity if they continued to ignore her or refuse her guidance. I explained that the following week's activity at an outdoor activities centre would require them to engage discussion with instructors, listen to and follow instructions. Meeting these requirements would ensure their physical safety. Therefore if they could not engage dialogue with Miss Smith and accept her guidance I could not be certain they would listen to or follow an instructor's guidance in a high risk activity. These expectations were presented publically to these students in order to maintain the other students' feelings of safety and security during the discussion with Miss Smith and later during the high risk activity.

Drawing on the emerging theoretical framework I understood my actions would be seen by the other students as fulfilling my previously negotiated role within that narrative scene. I was lead actor responsible for maintaining each member's feelings of safety and security and therefore my responsibility within that role was to maintain the conditions within which each student might feel secure and confident enough to take steps to achieve their future goals such as the GCSE level award. Thus, restricting the destabilising affects of the male students' behaviour on the rest of the students' relationships and engagement with the CoPE discourse created the conditions within which feelings of safety and security could be experienced by all the students. From within these conditions future their goals might be accessed.

The students who had been joking responded to my actions and engaged dialogue with Miss Smith. Immediately after the session Paula spent some time with them in order for her to identify each student's anxieties and organise one to one learning sessions to help each access learning opportunities within the CoPE programme.

Although I maintained the above boundaries and expectations, and introduced Paula's one to one sessions with the above students, the relationships between these students and the other students within the group continued to fragment. Previously students had argued with one another and some had moved to different rooms in order to maintain their engagement in the CoPE discourse. However, now the above male students were exhibiting behaviours representing those engaged by five or six year old children when playing together. During one session they were observed crawling across the youth wing floor playing cowboys and Indians. Other male students, who had previously moved to another room in order to maintain their engagement in CoPE discourse, joined in their practice.

In response to this practice my staff and I met with BCC SENCO to discuss a strategy for supporting the students' and reducing their anxieties. An emerging strategy involved contacting and meeting parents with the students and advising each person that the regressive behaviours engaged by the students were unacceptable. I was to explain to the parents and students that further incidents of regressive behaviour would result in those students involved being requested to leave the group and study at home with the parents. The strategy would also offer two families the opportunity to withdraw their sons from school before the students were permanently excluded because all previous strategies to help the students engage in BCC curriculum had been ineffective.

I engaged discussions with parents over a two week period during November, explaining the above issues and presented, the conceptual language used for the current key skills and work needing completion by the students in order to gain the GCSE qualification. A significant number of parents expressed concern at their son's practices and disengagement with the CoPE course. These same parents also expressed their support for the aims of the course and the approach we had taken to developing learning opportunities and conceptual understanding. They said they were grateful they had been contacted and their support requested. During the discussions the consequences of the students' actions, which I had either deemed unsafe towards group members or staff, or restricting other students' access to the CoPE award, were also explained and later confirmed in writing.

19) You'll Never Stand Alone

November 2007

After the above discussions with parents and carers many of the students, whom I had met with their parents, were subsequently observed during the CoPE sessions attempting to engage the CoPE discourse and activities and some completed work at home with parents or carers. Where I had discussed the key skill of research with the parents the work completed at home had not required completion of any PDR's but rather required gathering and highlighting information supporting a research project. However, the work did not meet the CoPE standards for supporting evidence. I arranged further meetings with parents and carers to explore why standards for evidence had not been met and a significant issue emerged. The parents were promoting the value of developing knowledge of the key skills i.e. research, in order to gain the GCSE level award and access subsequent work or college placements. They were also encouraging the students to gather and highlight information for their research. The parents were subsequently leaving the students to complete the work alone rather than reading with the students the step by step instructions I had provided them with. The parents' support was restricted to verbal encouragement to engage the work and follow my instructions.

Nonetheless, although the students were still experiencing difficulty understanding the CoPE conceptual language within BYW, and gathering and highlighting information for the research project, they said the encouragement they were receiving from their parents or carers had had two effects. Their anxiety was reduced when engaging the work at home and in BYW, and their parents' encouragement had helped them maintain their focus on the CoPE discourse during CoPE sessions and at home when completing set work.

20) Problem Solving: Similar Issues

Where I had anticipated the completion of research and discussion key skills by November I had also planned to introduce the key skill of problem solving during the second half term during autumn in order for the students to complete the course by the time they left school in June 2008. Where completion of discussion and research key skills had fallen behind schedule I now had to introduce the concept of problem solving in addition to helping the students complete the discussion key skill. I split the four hour CoPE session in half in order to accomplish this. The first two hours of each session focused on completing the discussion key skill and the second two hours focused on developing conceptual understanding of problem solving.

To make the knowledge developed through problem solving meaningful in the students' lives outside the organisational communication of school a number of problems similar to the one below were explored

I want to learn how to ride a moped now so I can get one at 16 so I don't have to ask my mum and dad for a lift everywhere, but I have no motorcycle to learn on.

Each student was required to work independently from peers to solve the problem in order to develop their conceptual understanding of the key skill and meet the CoPE standards. The students were each asked to choose a problem they wished to solve from a list then consider two different options they might choose in order to solve that problem. Each student would then, through engaging the discourse intervention with staff to help plan, carry out their chosen option and review their problem solving skills. PDRs would be completed within the discourse intervention for each of these stages. Where the PDRs recorded each student's independent work, that is each student demonstrating problem solving skills with a staff member but without working with peers, working independently became problematic to the students. They could not conceptualise problem solving as an individual activity.

The students discussed the problems collectively then agreed a collective strategy for carrying out one option where each student had a specific responsibility within that option. I advised the students that problem solving was an individual exercise and the option must be carried out and reflected on independently from peers. Subsequently, the students expressed their anxiety when faced with working independently from peers and started joking then arguing with one another and disengaged the CoPE discourse. I immediately carried out one to one discussions with the students to explore these anxieties further. The students explained they rarely solve problems independently of peers but use text, MSN or talk to friends to discuss and carry out options. Responsibilities are shared equitably by group members when carrying out a chosen option.

However, during the one to one discussions each student chose one option to solve the above problem with my guidance. I recorded my thoughts on these discussions

It seems that anytime the young people feel they are standing out from the crowd or feel they have a central focused on them in terms of being the centre

of attention they recoil like a snail in a shell. Standing out is not an option. However, standing out with myself, that is, me working with them one to one seems to have an effect on them sharing their thoughts and being able to plan individually. (27th November)

Drawing on the emerging theoretical framework, through the discourse intervention I was providing the adult guidance and support the students needed. They were now feeling comfortable in their relationships with all the staff and I and, when engaging with us in discourse, did not feel they were working in isolation. The shared responsibility for determination engaged within relationships during discussions was creating the conditions through which conceptual learning was deriving. These conditions also allowed the problem solving key skill to be engaged independently from peers but not in isolation from a relationship with an adult within the CoPE discourse. Thus avoiding feelings of anxiety experienced when faced with working in isolation from adults or peers.

Therefore, I increased the frequency of discourse interventions towards the end of November with each student whilst continuing to request parental support to help students complete the discussion planning and research projects at home. Increased dialogue and support within organisational and home contexts would later provide the conditions within which the students would consider, once the research and discussion projects had been completed, problems and options for solving problems independently but with the support of both parents and staff. However, to create the conditions such that conceptual understanding could be developed for problem solving at home would require further consideration and is presented in the next section.

21) My Role as Educator in Loco Parentis

The completion of the aforementioned key skill PDRs and accompanying activities by students was allowed to be completed with guidance from adults because, although the CoPE guidance notes require students to work independently from peers, adults are permitted to offer guidance at level one. At level two students are expected to carry out work on their own initiative but ask for help when needed.

However, the teaching time required to engage the discourse intervention and help each student consider problems and options and complete the discussion and research key skills extended beyond the time made available within the CoPE session. Staff met and agreed a strategy was needed which would share the responsibility for helping the

students carry out activities and also develop their conceptual understanding of key skills. Staff considered the possibility of asking parents to engage the discourse intervention in addition to helping each student complete activities within the family context. Where the parents had previously been contacted and requested to encourage their sons or daughters to complete work at home now they would be involved in guiding the students step by step through specific projects and helping them develop key skill conceptual understanding. Discourse with parents within the family context would now provide the conditions for extending the discourse intervention outside BYW. When considering this strategy though I was faced with the following question

How is my role as educator understood by the students and their parents or carers within their shared narratives and family contexts?

Drawing further on the theoretical framework, if we were to introduce the strategy the values shared by actors engaged within family discourses and narratives would guide the discourse intervention and create opportunities for becomings within that context. Future orientated goals shared within family discourse would become those to which CoPE and learning developed would be expected by those actors to attain. Conceptual understanding and the CoPE accreditation would only have meaning if they supported attainment of goals emerging from within family discourse. Hence my responsibility as educator would now become in loco parentis where loco parentis would now imply my responsibility for extending family discourse and future orientated goals within BYW. I would be acting as caretaker of the family narrative in BYW. My perception of my current role would need to shift. Currently, through requesting parents to support the students by helping them carry out research at home I had focused on creating the conditions for extending organisational discourse within the family context. I recorded my reflections

It seems that Saturday morning / afternoon workshops would be beneficial to all the group as well as one to one support. The key is that the only way for the young people to move forwards and put their head out is if a trusted adult or peer who has already accomplished this life experience accompanies them. Hence phone calls and recent meetings with three parents have helped all those four people who worked well today to keep doing so. Parents and my support are key to them in this instance and where parents are no longer there as in DS (his parents are going through a tough time) Paula and I must take the parent role through to when they leave school and beyond...I must become in

loco parentis in this instance but encourage parental participation in this journey from now on pending a handover back from the caretaker group. (27th November)

Whilst considering the above strategy in relation to the theoretical framework the current approach was maintained.

22) Making Critical Decisions in Loco Parentis

During December, whilst engaging the discourse intervention with the students in BYW and developing parental support for students at home, my staff and I also needed to consider each current student's level of key skill attainment in order to predict their final award level by June 2008.

Within the context of the discourse intervention engaged in BYW many students had attained level two for some key skills. However, significant numbers of these students were finding demonstrating this level of conceptual understanding consistently across all the key skills problematic. Staff acknowledged that although students' conceptual understanding was developing through the discourse intervention and some existing knowledge was being accessed through carrying out the research projects at home, conceptual understanding was primarily being developed in isolation from social or family contexts and was therefore making consistent demonstration of conceptual understanding inaccessible to the students where projects were engaged at home, such as research, but conceptual understanding developed for that key skill developed in BYW. The students' conceptual understanding was not therefore being applied and made holistically useful or meaningful within their family or social worlds outside the organisational discourse and context of CoPE engaged within BYW.

Staff agreed that unless knowledge and conceptual understanding derived through the discourse intervention could be applied holistically within the students' lives it served little purpose other than gaining an additional GCSE to use as currency to gain college placements or possible employment. The students would not be demonstrating their holistic personal effectiveness, which was what the Certificate of Personal Effectiveness would award. Therefore in order for the students' final attainment of the GCSE CoPE award to reflect their level of their personal effectiveness within a holistic social and organisational context staff agreed twelve of the students would aim for final attainment at level one. Some of the students were also deemed likely not to complete

enough key skills to be awarded the full GCSE award and staff agreed their work would be submitted for unit awards at level one.

The staff decisions were discussed with the students and their parents and the same approach taken simultaneously with the year ten students. Staff agreed the two year eleven students (LY and DS) were consistently demonstrating holistic application of conceptual understanding at level two and would therefore continue working towards completing the award at level two. This was also discussed with the students and their parents.

However, when the above decisions were discussed with the students and their parents and carers many of the students were unhappy they were now not aiming to achieve level two. I explained the decisions were made in order to allow the students to work at a pace they were comfortable with and in order for them demonstrate their knowledge gained holistically at the level they were comfortable they all accepted our decisions. These students further requested I met more frequently with them and their parents at home to help them complete the remainder of the programme, which further raised the need to introduce the aforementioned strategy to extend the discourse intervention into the family context.

The students predicted to achieve the non-GCSE certificates argued they would not achieve anything if they were put in what they perceived as a sub-group. Although I explained they would be offered more one to one staff support than the other students, they explained they did not want to achieve less than the full GCSE level award. I asked them why they wanted to achieve the full award regardless they were likely not to have time to do so. The students' responses illuminated a hegemonic view correlating higher achievement with a perceived moral goodness and worth. I recorded on the session evaluation, "...this perceived higher / lower differentiation is disappointing but representative of the education system which appears to interpret in terms of merit and worth according to your academic achievements. Intelligence = goodness" (17th December).

23) Developing Collaborative Work with Parents

The decisions were maintained although extending the discourse intervention into the family context was now considered by staff and I as necessary in order for the students to demonstrate holistic application of their conceptual understanding of the key skills.

Hence, after further meetings with staff to plan the extended discourse intervention I contacted parents and carers and was invited by all to start meeting with them.

Many parents needed two initial visits of approximately one hour each with me at home. Discussions during the visits helped us develop mutual dialogue such that the parents' and carer's conceptual understanding of key skills could be understood then the CoPE key skills presented and understood within that conceptual framework. The strategy was introduced to the students once the parents and carers had developed conceptual understanding of the CoPE key skills within the framework of the family discourse. When the conditions within which the parents and carers could guide and walk with the students through the key skill process whilst they carried out the activities had been created they could then reflect on the student's learning together. The impact of the intervention was significant.

Through engaging the strategy throughout December, whilst maintaining the discourse intervention in BYW, all but two students completed the discussion and research key skills. When completing pieces of work for these key skills during CoPE sessions some students rang their parents or carers to explain what they had they had achieved during the session. On one occasion I visited LE with his step father and mother in order to discuss issues LE had faced when attempting to complete the assessed discussion in BYW. We discussed how his parents might support him and engage the discourse intervention at home. Following the meeting LE spent a week over the Christmas holidays with his step dad completing the required CoPE work for research and planning his discussion. His step dad had spent time discussing the concepts and work required with LE during the holidays and guided LE step by step to complete the work on the home computer. Two days before Christmas LE knocked at my home address door and on my opening the door, showed me his completed work and asked me to check his progress. I later recorded this event on a session evaluation

The home meetings with some of the young people's parents and the young people seemed to have helped the young people link their learning with family, social and future aspirations as well. LE had completed all the required research and evaluating at home with the help of his step dad and mum. He had dropped it round Simon's house during the Christmas holidays and then rang for a response to his development. On visiting his house to explain how he was doing he was really pleased and shook Simon's hand...an increase in understanding and linking the learning to social, family and future aspirations is

evident here. The same is becoming apparent with NY and many others requesting home visits. (January 2008)

January 2008

The intervention engaged by the students, parents and staff now provided security within supportive relationships through which the problem solving unit could be re-addressed and developed. During previous discourse intervention discussions during December with me in BYW the students had independently identified a number of problems, which were suitable for solving in BYW. Now the conditions for developing conceptual understanding were emerging within the family and social contexts I identified a task which could be specifically located within those contexts. Each student was required to identify one constraint restricting their completing the task. Each then had to choose an option through which to solve the problem, independently from peers but within their individual family context. The task was

You must plan and prepare the meals for your family over a weekend but you only have £1-50 per person per day

Students working at level two were required to identify one additional constraint whether financial, logistical or time based. I met with all the parents and students to discuss the key skill concept and the task. Through discussions each student identified a problem they would encounter when attempting to complete the task. All the students discussed with their parents the options their parents might take. Some students followed, but adapted their parent's suggestions, whilst other students did not. Within the context of discourse each student identified a problem and options for solving it, then completed a PDR plan and do sheet for the key skill. After each discussion I left a printed plan sheet with the parents and students with which parents might guide the students through completing the activity.

I observed that through taking the above collaborative approach to developing conceptual understanding the students were now drawing on existing relationships they had with trusted adults within their lives, other than staff in CoPE, to develop conceptual understanding and make that knowledge useful outside the organisational context of BYW. This made that learning and conceptual understanding relevant to that relationship thus offering a shared experience within the family narrative. Each student's experiences encountered when engaging the learning at home were then

collectively shared with peers during subsequent CoPE sessions. Thus each student also shared that experience and knowledge within the organisational context of BYW.

Final Comments

In June 2008, of the year eleven cohort, two students achieved the CoPE award at level two and eight achieved the award at level one. Of the four students not completing the award three were female, although of these students all attended the CoPE sessions until the end of year eleven 2008 and maintained relationships with staff and peers. By the end of June 2008 thirteen of the fourteen students who had started the CoPE course had either had interviews for and were awaiting confirmation of college placements. Others had gained a college placement or been offered work placements starting in September 2008. Three of the students had been offered paid work from work placements they had attended in January 2008.

24) Analysis: Disorientation in Time and Space

In chapter five I presented the notion that time is created through maintaining differences between moments engaged by the students within their practice. Moments are identifiable as scenes within the students' shared narrative. Scenes are made distinct by language and behaviours engaged by actors within their practice. Behaviours comprise immediate and mediate gestures engaged through discourse. Each scene is managed by sustaining multiple parallel discourses engaged both physically in the socialising site and existentially using various electronic media. Language engaged in discourse signifies each actor's subjective intent and regulating differences between moments engaged within a scene. Thus language regulates and creates time within which a reflexively mobilised self-identity is produced within that context. Hence each moment, and therefore time, is regulated within a mutually shared and derived conceptual language framework.

The above notion of self identity production, located within the context of time managed through discourse, was developed through drawing on Deleuze's concept of movement and time images. The movement image is created by the camera angle of cinema moving across a visual field giving a direct expression of movement. Self-identity also becomes necessarily reflexively mobile when engaged in discourse with significant others and is therefore maintained in flux.

If the above theoretical framework represents the students' practice the above findings illuminate a dichotomy the students face. Maintaining the flow of time and therefore

one's becoming self-identity relies on sustaining a reflexively mobile self within relationships engaged within a given scene. Reflexively engaged relationships with significant others act as the camera panning across the field of mutually engaged discourse thus giving a direct expression of movement. As each actor engages discourse their self image is negotiated whilst simultaneously reflected back on themselves. The field of vision however is not static as each actor responds to the observer as they engage discourse. The observer must now subjectively consider significant other actor's responses and renegotiate self identity accordingly thus maintaining the self in perpetual flux. To disengage discourse renders the observer no longer participant within that scene. Hence paradoxically, in order to observe one must also be participant and to participate one must also be observer. It is this concept which I will now draw on in order to analyse the findings for the year eleven intervention.

At the beginning of the data presentation section I presented a number of interventions introduced to the year eleven CoPE programme. The interventions were based on my assumption the students would experience anxiety when faced with changes to the focus of the course, staff changes and the change of day on which the course was attended. My assumptions had been informed by previous experiences with year eleven students and the theoretical framework emerging from chapter four. However, I had not considered the extent to which self-identity is maintained in flux within relationships, and the effects the changes would have on the year eleven student's self-identities and existing relationships.

25) Maintaining a Self-Identity in a Changing Environment

Drawing on the theoretical framework emerging from chapter four, the year ten students were engaging a new scene when attending CoPE. The CoPE scene emerged from a school based scene they had engaged throughout year nine. The students were experiencing significant difficulty accessing learning opportunities within the school scene hence they were invited to join the CoPE sessions. I had written the outline of the scripts for the year ten CoPE scene, which was to be engaged and negotiated within that context. The year eleven students however, when faced with the aforementioned changes to the course, needed to renegotiate an already carefully negotiated scene and script within which a framework of mutually understood language codes had been developed and roles agreed.

Hence, the conditions within which the self was being negotiated as participant actor during the CoPE sessions in year ten had shifted in year eleven. One significant shift in the conditions within which the self was being constructed was moving the session from Fridays to Tuesdays. I had originally assumed changing days would create anxiety due to the students being faced with future focus of leaving school. This may well have been problematic but more significantly the shift in session day created a crisis of identity.

Drawing on the notion of maintaining the self in flux each student's identity was challenged where the flow of time (engaged within the conditions sustaining the Friday scene) within which each identity had been previously reflexively mobilised had been erased. The conditions within which the self was being produced within that scene had included providing opportunities for becomings which could be engaged over the weekend. The conditions within which the scene had been created on Fridays were also the conditions within which transition to the next scene engaged over the weekend had its genesis. Thus recreating the same conditions on Tuesdays was inconceivable to the students because the practices and discourse associated with the Friday scene, now to be re-created on Tuesdays, felt at odds with the scenes engaged on Mondays and Wednesdays. The students' shared narrative did not flow. The students' experiences reflect Bauman's statement, "(...) it is the flow of time that counts in modern living more than the space they happen to occupy" (Bauman 2000: 2).

The students were faced with discontinuity of their narratives because the conditions created within which discourse was engaged on Fridays, when engaged on Tuesdays provided insubstantial basis through which the transition into scenes engaged on Wednesdays could have their genesis. Where discourse was restricted the conditions within which the reflexively mobile self had been negotiated within that scene had been erased. Thus, inducing feelings associated with momentary disorientation in relation to self-narratives and a collective identity. The shared and carefully managed multiple perceptions of reality now required substantial renegotiation in order to re-orientate the self and collective identities.

Subsequently, the students' requested I change the CoPE sessions back to Fridays and re-employ Sue. When I declined this request the students were faced with the task of managing and renegotiating their narrative scene on Tuesdays. This became a necessity because where the Friday scene had been erased and discontinuity of the

narrative faced, the students were faced with a sense of death and mortality. Giddens states

All humans live in circumstances of what I have elsewhere called *existential contradiction*: we are of the inanimate world, yet set off against it, as self-conscious beings aware of our finite character. As Heidegger says, *Dasein* is a being who not only lives and dies, but is aware of the horizon of its own mortality. (Giddens 1991: 49 original emphasis)

Giddens quotes Tillich's (1977) view stating nonbeing is a part of one's own being. Nonbeing informs our sense of being infinitely alive in relation to a finite death. The year eleven students experiencing disorientation in relation to their self-narratives and collective identities, according to Giddens, were presented with an acute awareness of their mortality. Not necessarily in the physical domain but rather in the social and narrative domain. The next section explores this notion of social death further and analyses the students' practices through the lens of this theory.

26) Facing Discontinuity of the Narrative

At the beginning of chapter five I stated the students are engaging multiple perceptions of reality where language engaged in discourse signifies and connects perceptions thus creating and sustaining a shared real. Language, as a vehicle for sociality, maintains the consistency of the students' narratives within reflexively engaged discourse. I further stated reality is a required absolute within which connections can be made and through which reality shared. Drawing on the above analysis each student's identity had been maintained through discourse connecting the shared reality developed throughout year ten. This scene of their narrative now faced erasure or nonbeing by an adult actor leaving with whom each student's identity was reflexively engaged, and through discontinuity of a shared reality and mutually engaged narrative. The effect of facing nonbeing was to experience acute anxiety, which was expressed by the students and recorded in July and later in November.

Subsequently, responsibility was placed on the remaining reflexively engaged adult actor within that scene to recreate the conditions for maintaining and connecting the shared real. During discussions in July, when the students' had requested Sue return and change back to Friday sessions, this responsibility was initially placed on me. Giddens' analysis of feelings one might feel when the narrative cannot be sustained reflects those expressed by the students

An individual may fail to achieve an enduring conception of her aliveness (...) Discontinuity in temporal experience is often a basic feature of such a sentiment. Time may be comprehended as a series of discrete moments, each of which severs prior experiences from subsequent ones in such a way that no continuous narrative can be sustained. Anxiety about obliteration, of being engulfed, crushed or overwhelmed by externally impinging events, is frequently a correlate of such feelings. Secondly, in an external environment full of changes, the person is obsessively preoccupied with apprehension of possible risks to his or her existence, and paralysed in terms of practical action. (Giddens 1991: 53)

Although the above reflects the feelings expressed by the students when faced with discontinuity of their narratives, the intervention findings do not reflect Giddens's notion of time emerging as a series of discrete moments which sever prior experiences. The deepening theoretical framework illuminates time as moments emerging from, but not severing, other moments. Each moment is made distinct but not separable through behaviours and language signifying intensities. Multiple connections made in one moment flow into the next but not simultaneously. Hence, when considering the theoretical framework, the students' anxiety was not primarily induced through the continual severing and discarding of previous moments. The students became anxious when a specific scene engaged on Fridays was severed but not discarded. It was relocated between two connections already made within that scene could not emerge into those engaged on Monday or Wednesday. The new Tuesday scene did not sustain the flow of time or support access to a future orientated self through maintaining self-production within that context.

When Sue resigned, the students' access to previously negotiated language and codes, and some of the conditions within which the self was being produced in relationship with Sue, were also no longer accessible. One of the key connections sustaining the shared real had been severed and erasure of the self made a distinct possibility. Hence, the remaining connection with me as adult genitor became critically important to sustaining the students' continuous narrative and subsequently the flow of time. Thus, maintaining their feelings of aliveness. Therefore, acute anxiety was primarily experienced when faced with renegotiating the existing narrative and making new connections in order to sustain the previously engaged shared reality. However, anxiety was significantly reduced when the narrative was re-engaged with existing actors and me within the family context.

Analysis of the findings contradicts Giddens's theory that moments are severed from previous moments in such a way that no continuous narrative can be sustained. Rather the findings illuminate moments as emerging from previous moments, acting in turn as a genesis for further moments through which a continuous narrative is being maintained. The students may well have been faced with constant threat of discontinuity of their narrative and therefore experienced anxiety when the threat became reality. However, the students were not, as Giddens states, experiencing perpetual anxiety as an intrinsic condition of their existence because they could not establish or sustain a continuous narrative in the first place.

27) Re- engaging the Conditions for Self-Production

Analysing the role Sue had vacated further, she had engaged reflexive relationships with the students such that they could develop conceptual language. Conceptual language is intrinsically located within the conditions for the production of the self. Sue's vacating her role as participant observer to each student's identities had now restricted their image of movement and continuity of the narrative. However, through developing the discourse intervention and creating opportunities for Paula to build and develop relationships with the students the conditions within which self-production and the shared narratives could be re-engaged were being re-created.

However, regardless of Paula occupying and meeting the students' expectations of the role vacated by Sue, an insufficient number of discourse interventions throughout the autumn term further restricted the students' conceptual understanding of problem solving. The conditions within which the students could engage the problem solving activity and maintain their self-narratives independently from peers were also not being provided. Hence, when faced with this task the students expressed acute anxiety.

Also, knowledge derived through discourse engaged in relationship with significant actors within BYW, was primarily being made meaningful within the context of those relationships and the organisational language framework derived within BYW. Hence staff recognised the students' conceptual understanding was primarily located and applied within the organisational context of BYW and was not having significant effect in their relationships and lives. That is, being applied to solving problems or working in teams outside that context.

Both the above issues were addressed when the discourse intervention was extended into the family context. Conceptual understanding was relocated into the students'

narrative genesis providing continuity of the narrative (reducing feelings of anxiety associated with feeling isolated from the narrative engaged with peers) and a context outside BYW through which to develop conceptual understanding and make meaningful knowledge gained. The family context provided a genesis not primarily of each student's language framework, but fundamentally a genesis of their self-identity. Each family context provided a genesis from which a language framework and subsequently a conceptual language could be developed and also a genesis from which the student's identity could be orientated. Through helping the parents develop conceptual understanding of the key skills enabled them to develop conceptual understanding through already mutually understood family language codes and make meaningful that knowledge to each student.

Where language is the locus of time engaging the family discourse and language codes subsequently provided a genesis through which subsequent moments could emerge. Thus sustaining continuity of the CoPE scene within the family narrative and maintaining the flow of time. Hence, the students' and my shared narratives were now re-engaged but within a wider context where learning would become relevant and effective outside the organisational context of BYW.

Through engaging and locating my role as educator within the family relational genesis the problem solving activity subsequent collective mutual understanding between each student and I developed in flux but within that context. The historical (parents and relatives) and present relationships (myself and peers) engaged within the family provided familiar actors with whom to confidently create new beginnings. However, when talking about a new beginning and genesis this is not suggesting a return to the students' origins and starting all over again because they could never return to their past. Neither could the past be exactly replicated to act as a current starting point. Relationships, perceptions and language being in flux, alter with every opportunity taken to create a new beginning. Therefore reviewing historical moments will always be viewed through the lens of the current scene within which the actor is becoming. Genesis in terms of language and relationships is therefore understood in the context of the students engaging a narrative which is familiar to them and resonates with their current perception of the self within commonly understood and engaged language frameworks. Hence, for the year eleven students, renegotiation of the scripts within the CoPE scene and continuity of the self-identity narrative within that scene were enabled.

28) Questions Guiding Self-Production

When analysing the above emerging theoretical framework further a number of questions are illuminated, which appear to inform the students' practices and orientation. In the analysis section in chapter four, under the heading *being and becoming*, I presented some questions informing the students' practices. The questions "Who am I in relation to you?" and "How are we becoming together?" have been illuminated in phase one. A further question is now illuminated and is closely linked to the question "Who am I?"

The question each actor must ask when engaging discourse is "Where am I?" in relation to moments within our shared narrative and my viewpoint engaged within our reflexive relationships connecting our shared reality. Although the question is asked in relation to the narrative, the findings and above analysis illuminate the students' being as a story conceptualised not as a linear project but rather a perpetual middle. Past moments and an imagined future orientate and inform present actions thus maintaining a measure of their current aliveness within those referents. The future is but a guiding point where tomorrow never comes, the past a distant memory, and the present unending.

Had staff allowed the students to attempt to gain the level two award when, in January we had considered the students' likely attainment by June, and they had subsequently not achieved this goal access to their future orientated self would have been significantly jeopardised. A referent of their current aliveness and being would become erased and the question "Where am I?" would likely have been momentarily unanswerable. Thus presenting the students with a sense of their mortality and restricting their feelings of aliveness.

Hence, accessing the goal of attaining the award at the lower level was viewed as acceptable once the award at that level was understood as still offering the GCSE and skills necessary to achieve the respective students' future orientated work, family and college placement goals. Subsequent access to adults, that is staff and I, with whom reflexive relationships could be engaged and conceptual understanding developed at a level the students were comfortable with. Extending the discourse intervention at the levels agreed for each student also engaged the conditions within which the self-narrative could be re-orientated in relation to the question "Where am I?" but within a context extending beyond the organisational context of BYW.

Considering the above analysis in relation to the year ten CoPE intervention findings I presented the notion that my role was that of draft writer and director helping the group maintain their focus to gain the GCSE level award. The script, once negotiated, created a framework within which knowledge could derive and be made useful in their everyday lives both for the year ten and eleven students. Writing a draft script helped create the conditions within which the self-identity of each actor might be engaged within reflexively negotiated relationships. This approach sustained the production of the self within discourse which simultaneously connected a shared real. For the year eleven students though, discourse within which knowledge and conceptual understanding was being produced and made meaningful, was shared with parents as well. Thus the conditions within which the questions “Who am I to you?”, “How are we becoming together?” and “Where am I?” can be answered are required absolutes sustaining a shared real. Engaging these questions within the CoPE programme is therefore critical to making any knowledge produced meaningful to each student’s holistic narrative.

29) Summary

Analysis of data findings from this chapter has illuminated that separating students from their peers in order to complete assessed work induces chronic anxiety and is not understood by them as conceptually viable within their social and cultural worlds. Learning and the development of knowledge and conceptual understanding is viewed as inseparable from relationships engaged within their social practices. Two key points emerge from the analysis from this chapter and are discussed in the final section of this chapter:

- 1) The roles of staff are far more critically involved in the students’ narrative than previously assumed. Every new becoming emerging from within discourse with an actor, including the educator, is irreversible and requires maintaining or a negotiated withdrawal. Failure to maintain new becomings induces feelings of anxiety and social death.
- 2) The term ‘significant others’ represents actors with whom self production is reflexively engaged and with whom intensities are mutually understood and signified. Relationships with significant others provide the conditions from which the current self has its genesis through discourse. Relocating learning opportunities into the students’ family or relational genesis offers a context through which the self-project can be collaboratively maintained and the CoPE award attained within a mutually derived and future orientated self.

Discussion: A Reflection of Findings from Year Ten and Eleven Interventions

30) Discussion: Locating Referents Within a Reflexively Produced Self

In this final discussion the concept of significant others is explored in relation to referents informing the questions “Who am I?” and “Who am I becoming?” The actors’ critical involvement in the student’s self project is considered drawing together the emerging theoretical framework emerging from this thesis.

31) Peers

In section one of this thesis, I argued the frame of referents within which routines of normalcy are negotiated has shifted from the external time and space frameworks Giddens identifies, to an internalised and relational normalisation framework referenced by the actors with whom the individual is reflexively engaged. Referents within the textures of social activity and daily routines, when looking at the wider linguistic dimensions of the students’ social practice, are located primarily in relationships within which the self is being produced and the flow of time managed rather than located in the spaces in which the relationships occupy.

Drawing on the deepening theoretical framework illuminating the self as collaboratively produced in relationships, and the anxiety induced when the above year eleven students were presented with a problem, a key referent within which routines of normalcy are negotiated and the self is defined are the relationships between significant peers. The individual apparatus acts as a signifying site for the production of the self but not solely for the purposes of sustaining individual identity. The individual apparatus also acts as a signifying site and referent defining significant others. Language and behaviours engaged between peers signify each student’s responses to the other thus acting as a referent through which they might negotiate routines of normalcy and continually reconsider and reflect on their own identity. Hence, within the students’ social practice the level of intimacy each has with another in terms of the meaningfulness of that relationship to each actor’s self production, correlates with the responsibility they place on each other for the supporting of mutual determination.

32) The Family and Primary Carers

The above point is discussed further now in terms of intimate connections students have with actors they perceive as family. When analysing the discourse intervention data, where the discourse intervention was relocated into family contexts, the students were observed independently (that is without needing the support of peers) re-

engaging the problem solving activity. The students were also observed exhibiting significantly fewer behaviours expressing anxiety in BYW than when they had previously been requested (but were unable) to complete the same activity in BYW independently from peers.

Drawing on the theoretical framework these findings raise the possibility that relocating the CoPE scene into relationships perceived as intimate within the home provided referents through which the self could still be defined within reflexive relationships whilst acting within the CoPE scene. Relocating the CoPE scene into the perceived family context allowed the students to locate a significant narrative scene enacted within the organisational context of BYW into a context and conditions within which the current holistic self-project and its future orientation had a significant (to the students) genesis. However, some students were not born into the family with whom they were living at the time though, which questions how the concept of family is understood such that it provided significant referents from which to define the self-projects. For example, some students were living with at least one parent with whom they had no biological beginnings and others lived with one or both biological parents. RS had recently been placed in emergency foster care with his foster mother approximately one month prior to joining CoPE. Nonetheless there was significant progress recorded in RS's engagement of the programme and activities after I visited his foster mother and him, even though he didn't stay long enough on the course or in her care to complete the problem solving key skill.

Other student's re-engagement with the key skill and completion of the required PDRs was observed when re-locating the discourse intervention into the home. However, for three of the students, re-engaging the key skill activity within the perceived family context may have been influenced by punitive measures presented to them. In which case, non-engagement may have led to dismissal from the group. Nonetheless, the key skill was completed by all the students for whom the discourse intervention had been re-located into the family context and without the support of peers to complete the activity or write the PDRs. Sessions were also comparatively fewer than those needed for previous year eleven students to complete the same key skill, for whom the discourse intervention had not been introduced within the family context.

If however, the students' self-projects and answering the question "Who am I?" significantly derives through beginnings and intensities solely engaged within a biological conceptual understanding of family, then where family members were foster,

adopted or step-related the relationship context would not have provided a significant referent from which the CoPE scene could be re-engaged as part of the students' narrative. However, this was not the reality illuminated in the findings. Foster, adopted and step-relationships within a perceived family context provided as significant a referent as those relationships managed by students in family contexts within which the self-project had its biological beginnings.

Hence, to understand the students' conceptual understanding of family, the notion of family might be considered in terms of collaborative, subjectively derived relationships providing the conditions for plurality from which the current self-project has its genesis. That is, rather than solely a relational context within which the students have their biological genesis. Therefore, whether living with biological parents or otherwise, single or both parents at home all the students were able to re-engage the CoPE scene within the conditions provided by that context. Family members were therefore viewed as significant referents from which the self was defined within that context such that the students completed the problem solving activity and developed conceptual understanding of the key skill.

I have argued developing conceptual understanding and gaining accreditation for the key skill of problem solving was viewed by the students as an important skill for achieving the final GCSE level award. By relocating the CoPE scene and discourse intervention into family contexts the scene had been located into a site within which mutually and collaboratively produced self was already engaged in discourse. Hence, that specific scene within the self-narrative, and parallel conversations within the organisational context of BYW, could now be re-entered but with significant others, but located in a different set of referents. We might therefore build on the emerging concept of family as a context within which significant language and behaviour concepts, which provide a primary framework through which the self-project is signified, have their genesis. The relationships being managed within this context provide a consistent referent from within which routines of normalcy and Umwelt are nurtured and from within which the current self significantly defined and orientated. The notion of family therefore is subjective and a relational construct flowing through a specific space for significant periods of time (the locus of time being language regulated within the context of those relationships). The physical dimensions of the home offer a space through which family relationships flow, occupy and engage routines of normalcy. Thus creating a home and a place where one's current becoming self has its origins and intimate relational links.

Hence it was not through re-locating the discourse intervention into the physical space of the home lived in by a perceived family or re-locating the discourse intervention into relationships with biological parents that a context within which the students could access the CoPE concept was identified. Rather the students understood the key skill and attainment of the GCSE as a scene within their narrative stories, which was restricted in its being acted out in the organisational context of BYW. Re-locating the learning and discourse intervention into discourse already engaged between students and family members made accessible a context and conditions within which they could re-engage the CoPE scene. Therefore the holistic narrative was maintained albeit with a different group of significant others from those with whom relationships were being managed in the same scene in BYW. Now though, the scene was relocated into a context within which the students self-project had its current genesis and future orientation.

However, conceptual understanding of the key skill needed to be perceived by all those actors to be relevant to the students' future orientation and subsequent self-production because the question, "Who am I?" maintained and continually negotiated within the narrative is held in relational flux between the self project's future orientation and its genesis. In this case the primary genesis was the family relational referents. Each student's narrative is therefore intrinsically and inseparably linked to those family member's narratives and future orientation. Had conceptual understanding and the CoPE scene not been perceived by the parents as supporting access to the student's future orientation the scene would have been perceived as suitable for enriching theirs or their parent's narratives. Hence, I needed to help each family member now acting within the scene to also become bi-lingual in terms of developing conceptual understanding in order for knowledge derived to become meaningful to them such that they could support the student. Becoming bi-lingual would enable all the actors to maintain their collectively shared narratives through that scene and make meaningful knowledge produced within that scene in order to access their future orientated goals. As mutual conceptual language developed between family members, students and me the students were able to access the CoPE scene once again within the reflexive conditions of self production. Anxiety expressed in BYW was therefore reduced. Hence the conditions within which the questions, "Who am I?" and "Who am I becoming?" could now be answered by all the actors including the students and me. However, those questions could now be answered within the context of family relationships and outside the organisational context of BYW.

33) The Family: A Genesis for Discourse and the Self- Narrative

Hence the context into which the discourse intervention had been re-located was not necessarily the conditions into which the students had their biological beginnings for example, birth, but rather the conditions within which the current self-project had its significant beginnings or genesis. This context was perceived by all the actors to be each student's family.

I have argued the notion of family is a relational site within which significant beginnings are established and from which the current self emerges, has its genesis, is sustained and has its orientation. Maintaining conversations with one's family maintains the conditions within which a genesis for significant becomings emerges. Whether biological or otherwise, the family context provides the conditions from within which the students' current self-project primarily had its genesis because maintaining conversations with the parent or adult carer within the perceived family environment provides the conditions within which routinised relationships focus on transferring adult genitor's normative expectations and values (and ethical orientation) within the parent / child relationship. Thus, the parent relationship provides a relational beginning and referent from which each student considers and orientates the self narrative through discourse, both within and outside that context.

Within the context of relationships maintained within the family the students experience collective intensities and subsequent current becomings. Within this context emerges the question "Who am I?" The question "Who am I becoming?" emerges as the previous question is being answered within relational flux. The narrative story therefore, cannot be orientated if it has no genesis from which to orientate itself from. Each individual can neither maintain nor distinguish their current becoming self if they do not have a future orientation or genesis located within a relational referent from which to distinguish that self becoming from.

Therefore self-identity and the self-project is indeed located in time, not only in terms of making distinctions between moments with significant other actors, but also maintained existentially in flux referenced by one's genesis and future orientation. Hence the students' futures are significantly orientated from these perceived family beginnings although reflected on further when managing new beginnings in parallel discourses located in social practices with peers. However, each individual must make his future orientated self (in collaboration with others) distinct from its genesis. The referent with

whom the individual makes distinct his future orientated self critically becomes a significant other.

34) Adopted families

For those students who have foster, adopted or single parents this does not imply that because they are separated from their biological parents that they are any less able to distinguish their genesis. Neither do I imply that because they are alienated from the biological parent normative expectations that they are alienated from their basic sociality. However, for these students the question has been relocated and renegotiated into foster, adopted relationships, or with a sole caretaker. Hence the titles mum and dad are re-ascribed within this context from which the current self project is now to be orientated through managing opportunities for new beginnings.

Hence the concept of family and its relationship to the questions “Who am I?” and Who am I becoming? are no different for any of the students in this research end sentence although each student is engaged in acting a different scene with actors within those perceived family relationships. For some they were managing building behaviours enabling them to re-orientate the self-project. Other students were maintaining relationships within an already established narrative and carefully managed system of relevances.

Hence relocating the CoPE scene into the students’ perceived family context either supported relationship building, and therefore action in an emerging family scene, or helped maintain relationships between actors within an established family scene. The discourse intervention, located into either context, engaged relationships within which the students could develop conceptual understanding and complete the activity at a pace all actors could manage together within already established routines of normalcy. Problem solving was therefore perceived by all the actors as supporting the future orientated self of the student in relation to its genesis with key significant others. Thus in this context the learning was seen as valuable currency through which to access the future goals but also provided specific actions relevant to those relationships thus supporting dialogue and subsequently all the actors developing self-projects.

35) My Role as Educator

The deepening theoretical framework illuminates that where relationships are fractured in the perceived family, this restricts the student's ability to conceptualise and manage being human. Subsequently, Umwelt is challenged and the production of the self restricted. Therefore when I engaged dialogue with KS's parents I became an actor engaged in the family discourse, creating an additional scene within the shared family narrative. I too became a relational referent within KS's self-project through my role as a significant actor within that scene. I was viewed as a significant other now engaged in the collaborative production of each actor's future orientated project.

Drawing on the deepening theoretical framework this is because as I was able to enter conversations within which we had established mutually understood language and conceptual understanding derived from our collective intensities. One such shared intensity was the desire to help KS access the CoPE award and subsequent work or further education. Mutual discourse was developed as we talked and adapted towards each other's language codes. Within this discourse behaviours were mutually managed and opportunities for new beginnings were created. These behaviours and mutual language provided the conditions within which parallel discourse had its genesis. Through managing parallel discourses using this mutually derived language framework the parents were enabled to re-enter the relationship with their daughter and vice versa, as I now provided a referent from which to orientate their collectively engaged self-projects through reflecting on my experiences and existing knowledge. I therefore became a collaborative actor within these narratives and identities in a similar way to that which I had experienced when relocating the CoPE scene into other students' family contexts.

36) The Collaborative Educator: A Reflexive Role

What stands out from the theoretical framework and research data is the role of the educator for these students in the CoPE sessions is an ascribed role. For the students the role of the educator is not necessarily perceived as a given signified by its title presented within the BCC and BYW arena. That is not to say the title 'teacher' or 'youth worker' does not signify a given organisational concept but rather BCC assumes the students and their families conceptualise the title and role in the same way it does. The traditional role of the educator, whether formal or informal, is at odds with the students' and their family members' conceptual understanding of my role in BYW. The term educator is an *ascribed* rather than *prescribed* role, ascribed by those actors within the teacher's sphere of influence. Furthermore the actors being educated are no

longer solely the students but also the teacher within the context of mutual and collaboratively derived discourse. Indeed the theoretical framework illuminates the modern concept of education appears a significantly outmoded concept.

A modernist concept objectifies the notion of education and educating where the object (student) is educated by an external agent (the teacher or experiences presented by the teacher). However, the theoretical framework emerging from this thesis illuminates the student not as an object vessel into which existing knowledge is poured and from which cognitively developed knowledge is reproduced. Educating and the role of the educator are collaboratively and subjectively conceptualised in the context of meaningful (to the students) relationships with the student. The concept of student as an object or vessel is no longer relevant but rather both actors collaboratively transfer and share experiences and understanding of the world within the conditions of a shared reality. The adult educator, through engaging discourse, provides the context within which risk assessments against likely future dangers can be made. Students existentially risk assess the perceived future. Thus risk assessments inform the orientation of their becomings managed within the context of the educator / student relationship. The role of the adult educator is therefore a subjectively, relationally engaged ascription managed within linguistic and relational flux where knowledge for use derives from intensities informing mutual discourse. That is not to say the students do not recognise the position the perceived teacher role is presented as within BCC or BYW but rather that conceptual understanding of that role and relationship they have with that adult actor has shifted.

For the students in this research the role of the educator is that of significant adult whose life experiences and knowledge is accessible through discourse supporting bi-lingual language development. The teacher is therefore primarily the adult, but the student is also educator where discourse mutually derived and collaboratively engaged facilitates a genesis for production of useful knowledge within the students' life worlds. Knowledge for use is collaboratively produced within that reflexive relationship. As the student helps the adult understand their conceptual language through discourse the conditions are provided from within which linguistic and language development facilitating knowledge production has its genesis.

The relationship and language codes being maintained between the adult educator and student become a scene within the student's narrative where valuable life experiences transferred within this context offer a risk assessment in the light of perceived

existential dangers for example, inappropriate choice of further education, or job choice. The educator role now requires a reflexively engaged and experienced adult whose knowledge is made accessible through discourse. Knowledge derived within the conditions of the student / educator relationship is made useful through pedagogic approaches making that knowledge meaningful in that it supports the students' current self project and their attainment of future desires and goals.

However, the role of the adult educator is not defined solely within the physical spaces of the classroom or organisational space. The educator and his identity within that role is now located in flux within the conditions and context of a collaboratively produced relationship. From the students' perspective in this research they do not assume a definitive confluence point between the organisational cultural alignment of the traditional educator role and their cultural social alignments.

For the experienced adult as collaborative educator the relationship and discourse engaged with the students creates the conditions within which collective intensities and genesis for new beginnings can emerge. Therefore the students view the relationship with the experienced adult teacher holistically where the adult's narrative and parallel discourses are engaged existentially outside the physical space of the classroom. The adult educator's identity is not therefore solely located as sharer of cognitively produced knowledge.

For the students in this research, mutually shared intensities engaged between student and educator within the collaboratively produced relationship offer a genesis for collaboratively produced conceptual framework through which the educator's own life experience can be accessed. This experience, when accessed can then be used to reflect on and inform the students' own decisions. Knowledge of the world, that is life experience which has been informed and supported by the educator's subject area, subsequently becomes knowledge for use in the students' lives.

Knowledge or understanding of the world around them, as viewed through the lens of that subject area (for this research CoPE and the conceptual skills), is therefore collaboratively derived within relationships and managed through discourse.

Chapter Eight

Conclusions

This thesis began with the question, what does social learning look like? I aimed to carry out research, which might illuminate a theoretical conceptual framework, through which students at BCC reflect on, make sense of and interpret their life experiences. I perceived this might help me, the researcher, develop an accredited learning programme using CoPE resources made available to me at BYW.

I identified the predominant focus of education in current mainstream schooling focuses on the cognitive realm thus creating a dualism rather than duality of knower and their knowledge. Interventions carried out for this research aimed therefore to engender development of knowledge for use and re-unite, as a holistic project, the knower with their knowledge. My underlying assumption was that a discourse intervention might facilitate mutual language development enabling the students at BCC to access conceptual understanding of required key skills in order to gain the CoPE award I was delivering at BYW. I also made the assumption that the students and I shared a language framework and conceptual view of self-identity such that mutual conceptual understanding of the CoPE key skills could be developed through the discourse intervention.

I therefore identified key relationship building strategies within the students' social practices during the initial research. Activities identified which support each relationship building strategy were then introduced at various stages of the CoPE programme throughout year ten and eleven in order to act as vehicles for developing staff and student relationships. These relationships provided the basis for a discourse intervention. However, although the students developed conceptual understanding of the key skills required for CoPE, their conceptual understanding was developed as what might be termed a hybrid language code.

The year ten and eleven intervention findings presented in chapter seven illuminate how locating the discourse intervention in relationship building strategies practiced outside the organisational arena of BCC provided a context within which the students developed a hybrid code. This enabled them to access the CoPE conceptual language in order to become bi-lingual and gain the CoPE award. The hybrid language code derived through locating the discourse intervention within the context of the students'

family relationships and language codes. The students' conceptual understanding of CoPE key skills, derived through the intervention, was facilitated within the context of a familiar narrative. CoPE conceptual understanding therefore resonated with the student's current perception of the self within commonly understood language frameworks. The students subsequently understood their own and the CoPE interpretation of each key skill concept thus becoming bi-lingual.

The concluding discussion identifies two contributions this thesis offers to knowledge in the field of education, which emerge through this research. However, I do not claim a wider assertion of these knowledge contributions other than within the context of observations and experiences I have encountered in educational contexts since leaving BYW. The claims I make are specific to the research cohort of students who attended BYW and BCC and to those who also participated in the CoPE sessions I delivered at BYW at the time of the research. I have however, located the research context and theoretical discussions throughout this thesis within wider education policy developments (informal youth work and formal education), and the wider theoretical field in order to help illuminate the theoretical framework emerging from this particular piece of research.

1) Locating Student Identity

When placing the intervention findings presented in chapter seven alongside the research findings exploring the wider linguistic dimensions of the students' practices presented in chapter six, the analysis illuminates that the students identify with the notion of an individual self-project requiring individual responsibility for self-determination. However, this notion is only understood in as much as one's individuality is located within the apparatus of the body. The students' view the body as an ongoing project and a site through, and onto which, representations of the self are ascribed and maintained. The body is a site acting as an individual apparatus through which self-identity is negotiated and managed in relation with one another. Identity however, is fundamentally shared with significant others with whom knowledge for use is reflexively derived. Knowledge is derived for the purpose of developing and sustaining the self-narrative within these relationships. Therefore, in terms of this thesis and its contribution to knowledge within the field of education, I would assert that knowledge and its use in terms of sustaining self-identity is conceptualised within reflexive discourse emerging from relationships with significant other actors, who may or may not be located physically within BCC or BYW sites.

It is this view that contradicts mainstream schooling approaches to education, which I presented in the introduction to this thesis and in chapter one. Whether presented through GCSEs, NVQs or alternative curricula models of education this approach assumes self- knowledge and identity is a cognitive function and responsibility for self determination ultimately rests solely on the individual. Whichever model is delivered at BCC the educator is still required to impart concepts and knowledge to students and the students are required to subsequently understand and recall this knowledge in order to gain recognition of knowledge gained.

Conceptual understanding and existing knowledge is imparted by manipulating and restricting spatial areas within the classroom or college placement and also through imposing normalising behaviours. Knowledge is further developed through placing the expectation on students to engage in various reflective processes such as homework, essays and class discussions. The perceived (by teachers and governing bodies), learnt knowledge is tested via students sitting recall tests and teachers carrying out constant assessments. The assumption being that pupil identity emerges through individuated cognitive production signified within a perceived 'correct' language code and conceptual understanding. Thus fulfilling a further assumption that cognitively produced knowledge directly correlates with, and reflects the individual's holistic knowledge of, the world and their subsequent ability to partake in the world as an active citizen.

Hence a measure of individuation increasingly focuses on the attainment of GCSEs or equivalent value qualifications where attainment of GCSEs and subsequent individuation acts as a measure of one's perceived progression towards adulthood and moral worth. Thus the nationally required percentage attainment of 5 A* - C grade GCSE's is annually turned by the media into a moral barometer measuring each student's moral worth as a citizen. Citizenship and academic learning in classrooms is problematic where perceived behaviour for learning, closely supervised through citizenship training, is imposed with strict penalties for non-compliance. Persistent non-compliance with behaviour expectations leads to the labelling of many students at BCC as having emotional and behavioural difficulties. Locally though, outside the classroom at BCC many labelled students have been observed consistently engaging few of these perceived poor behaviours or emotions when attending BYW.

The point being made is that the interpretative framework through which the students' practices are viewed and subsequent actions taken by mainstream schooling in relation

to the interpretation of these practices is not suited to the task of managing the self-project. Where student identity and the self-project are located within the context of individuals as cognitive producers each student is viewed as an individual learning unit – you are the end product of your cognitive recall.

However, the findings and theoretical framework emerging from this research illuminate student identity as located within the holistic individual project within the context of collaborative learning; I am who we are becoming in relationship together. Where identity is located in the site that is the individual student, identity is a narrative maintained in flux and negotiated within relationships with significant others.

2) A Critical Point of Confluence

Given the theoretical framework emerging throughout this thesis teaching practices engaged within BCC school site does not act on the students in this research in a way that is welcomed by them. Rather the school site provides a series of organisational spaces facilitating scenes. Within these spaces and scenes time is maintained and managed where the self is acted out and negotiated through multiple uses of mediate and immediate gestures. An ongoing self narrative maintained within the context of significant other actors managed through parallel discourses and multiple perceptions of a collectively shared real. Self-identity is already fully being but in flux, negotiated and becoming as it passes through and engages the schooling process.

Therefore a further contribution to knowledge in the field of education, which emerges throughout this thesis, is that language and linguistic codes engaged by the students are not located in the production of GCSEs but rather in the production of the self. Hence responsibility for self-determination is not a concept understood by the students because being and becoming with others is intrinsic to their identity located on the individual apparatus within a social context. However, although not self-determined, their view of collaborative and collective determination is orientated by a future focus. Orientation and the becoming self is negotiated in collaboration with significant others where knowledge is reflexively produced through shared intensities then engaged and mutually understood through maintaining multiple discourses.

Schooling at BCC therefore attempts to provide a framework through which to answer the question “How ought I to live?” This was discussed in the introduction where I said New Labour promoted market freedom in education and argued it was essential to maintaining economic viability and also social well being (Giddens 1998). I stated New

Labour built on earlier conservative market models of education but remained in part faithful to their traditions endorsing a renewal of social democracy and individualism. New Labour further sought to explore ‘a new relationship between the individual and the community, a redefinition of rights and obligations’ (Giddens, 1998: 65). However, the question “How ought I to live (within the boundaries of New Labour’s redefinition of rights and responsibilities)?” assumes self identity is produced within the conditions of autonomous individuation and self-assertion where schooling provides the framework for building on existing knowledge in order to achieve this aim.

When considering the deepening theoretical framework emerging from this thesis the students’ perceived (by teaching staff) disruptive behaviours at BCC cannot be therefore interpreted as emerging from the conditions created through poor relationships between students and adults, thus necessitating the development of mutual ground to support good relationships. Neither can their behaviours be solely interpreted as reacting to threats encountered when entering social sites, which do not engender feelings of safety thus necessitating the creation of safe spaces. The students’ practice and behaviours experienced in BCC, which are marginalising them from education, cannot either be interpreted solely as a response to restricted access to language codes or cognitive capacity with which they can access existing knowledge. It is primarily through this assumption that the growth of alternative curriculum models presented in the introduction to this thesis, whose aim it is to offer various non-written and non-exam based forms of accreditation, has emerged.

The students’ restricted access to learning opportunities within BCC fundamentally involves a concept of the self as solely responsible for self- determination (individual as a cognitive producer solely responsible for determining how knowledge gained through the processes of reason applies to their becomings) being starkly at odds with the students’ concept of mutual responsibility for determination managed in collaboration with and for the mutual benefit of significant others. The emerging theoretical framework rather presents a notion of individuality immersed in, and intrinsic to, relationships in social flux. Knowledge for use, derived through mutually understood language codes must therefore sustain self production within a given learning arena and within the flow of time through which those relationships are being maintained. Language codes engaged within these relationships therefore necessarily permeate the fixities of class based boundaries presented in chapter one and now primarily sustains self production.

This shifting view of the self and how it is produced and sustained creates a confluence point when the students' perception of the student / adult becoming relationship encounters the organisational alignments and practices at BCC. To illuminate the students' shift in conceptual understanding and the resulting confluence point we might consider Jeremy Bentham's metaphor of the Panopticon as interpreted by Foucault (in Bauman 2000). Bauman states Foucault

...used Jeremy Bentham's metaphor of Panopticon as the archmetaphor of modern power. In Panopticon, the inmates were tied to the place and barred from all movement, confined within thick, dense and closely guarded walls and fixed to their beds, cells or work benches. They could not move because they were under watch; they had to stick to their appointed places at all times because they did not know, and had no way of knowing, where at the moment their watchers – free to move at will – were. The surveillant's facility and expediency of movement was the warrant of their domination; the inmate's 'fixedness to the place' was the most secure (...) of the manifold bonds of their subordination. Mastery over time was the secret of the manager's power (...) Panopticon was a model of mutual engagement and confrontation between the two sides of the power relationship. (Bauman 2000: 9)

However, the research findings suggest the restraints of Bentham's Panopticon are collapsing at BCC. Not through the metaphoric removal of the guards, or freeing of the inmates, but through students engaging discourse with teaching staff and peers. The Panopticon illusion is melting as students consistently attempt to engage discourse in the classroom, presenting a new illusion but seen through the eyes of a different, shifting perspective of how the self is produced. Hence the end of the Panopticon is far from, as Bauman argues, "...the end of the era of mutual engagement: between the supervisors and the supervised, capital and labour, leaders and their followers, armies at war" (2000: 11).

The end of the Panopticon is rather being enacted through re-conceptualising the roles and discourses engaged within the illusion, radically shifting the perception of that illusion. Certainly within the organisational context of BCC and BYW, and in the context of the students' perception of reality illuminated in this thesis, the era of mutual engagement has far from eroded. The power relationship is however rather in flux, collaboratively managed through discourse where language derived through discourse

manages time sustained within the spaces in which the students occupy and through which their relationships flow.

However, where professional relational distance is maintained between student and the traditional concept of educator in ignorance of a shifting view of how the self is produced, maintaining relational distance has the opposite effect of its intention. Restricting access to relationships drives a relational wedge between student and adult creating a gulf and conditions which cannot sustain discourse. For the students in this thesis a retreat to traditional teaching pedagogy creates the conditions of individualism, isolation and fear. Fear that is, of existential dangers, and most harmful of all, the effects of mistrust. Mistrust restricts the students' access to the adult actor's life experience and therefore warnings that might be communicated within that relationship. Essentially this traditional practice of teaching and the associated roles of educators arguably dehumanize and restrict the production of the self for all but those who can multi-task and are already bi-lingual. Even if the students are bi-lingual and, as seen in recent years through constant media attention on statistical increase in GCSE 5 A*-C grade attainment, they are attaining higher grades this does not necessarily mean they are accessing their future goals and applying the knowledge gained in the classroom to the reality of their life worlds in jobs.

Traditional relational distance maintained through bodily ascriptions of power such as dressing in suits and ties and imposed salutations of Sir, Miss, Mr, Ms or Mrs no longer hold value to the students in terms of the respect these organisational strategies demand. BCC policy to enforce these codes serves little more than to create conflict in conceptual understanding and relational distance between the students and teacher or what we might now call adult collaborator. Except that is, for those students who are bi-lingual and able to multi-task prior to entering the school context. These students are therefore able to maintain conceptual understanding and language codes necessary to sustain both their narrative and parallel discourses to support the self-project within that context.

3) A Final Word

In terms of the CoPE course and maintaining its delivery the above discussion questions its significance to the students' lives and their aspirations once they leave secondary school, whether currently at sixteen or by 2014 at eighteen.

Many of the students and their parents throughout the final year ten and eleven interventions (presented in chapter seven) said the activities were useful because they provided a vehicle for managing multiple perceptions and parallel communication within the family. By relocating much of the learning into the social arena and that shared real the activities engaged on the course became meaningful to the students and their families in terms of providing a context within which scenes within their stories could be re-engaged, created and maintained. The relationships developed and activities completed on the CoPE course therefore became a part of the narrative story of all the actors involved. The discourse intervention provided a context within which relationship building could be engaged within a scene in the students' narratives, and within which conceptual understanding of the key skills could derive.

However, the discourse intervention did not significantly enable the development of life skills suitable for gaining access to their future aspirations other than for gaining the qualification. Indeed one might further point out that locating the students' and their families' being and becoming within the CoPE assessment framework is an illustration of the power of the normalising practices of modern schooling.

Both the above are reasonable observations but do not recognise the value of the interventions developed so far in terms of skills gained by the students. The data presented in chapter seven indicate bi-lingual language skills have been developed by the students, which have enabled them to access the CoPE assessment framework. The students have also been able to locate this framework and conceptual language within their narrative outside the organisational context of BCC and BYW. Essentially the discourse intervention has provided a context within which the students developed conceptual understanding and language codes such that they can now choose to engage further education once they leave secondary school or apply for / create jobs which enable them to apply their own conceptual understanding.

Also, the decision to take many of the students through level one in order to reduce anxiety and helped them manage the flow of time and their relationships was ethically appropriate because this approach supported their concept of self-identity located within the apparatus of the human project. For the students gaining the CoPE award at level one this decision still helped them feel morally equal to other students attending BCC because gaining the GCSE level award erased their feelings of being viewed as stupid, naughty or morally depraved in comparison to their peers.

However, we might address question as to whether accreditation and bi-lingual conceptual understanding developed through the interventions is suitable knowledge for use in later life. Only through developing an award that recognises the collaboratively produced self can the skills learnt be made holistically useful, that is made useful within each student's wider and longer term narrative, such that knowledge produced sustains the self project beyond secondary education.

This is not to say the pedagogic approach which recognises student identity as a cognitive producer at its core does not need challenging. Reconsideration does need to be given to CoPE or other accredited courses alike in terms of their relevance as useful knowledge. The continued development of accredited courses through QCA and other such bodies that insist on channelling students through this now outmoded philosophy is likely to end in increasing conflict and isolation for many students with whom I work. This is regardless of how the courses are packaged or pedagogic approaches developed. If approaches and qualifications continue to assume the same underlying philosophy they are likely to have little impact in helping students develop key life skills suitable to sustain them throughout their employment and future lives.

I will continue to develop my discourse approach through the alternative curriculum unit I now manage for educationally disengaged students. I aim to encourage colleagues and my staff to do the same. However, we need to acknowledge Freire (1972) in that, as educators within a system, whose philosophical assumptions about how identity is managed and negotiated conflicts with the assumptions the students have, we cannot free the students from the constraints of the school's underlying philosophical assumptions. However, where every human has a creative drive towards an ever becoming, future orientated being we have the responsibility, in the light of the emerging theoretical framework to ensure that education does not therefore inhibit this drive and that the students' creativity is authentic. By authentic I explained Freire's view in chapter one that education must illuminate the concrete reality of the students' worlds through the process of conscientisation, which in turn frees the creative nature of the students' intrinsic humanity.

Hence my staff and I can only become participant actors within the students narratives through building reflexive relationships with them and their families such that they learn to advise us how we might adapt our teaching practices in order for them to access mine and my staff's life experience and develop knowledge for use in their lives. Indeed through developing relationships with them this creates a context for new beginnings in

terms of the students becoming our educators where they create a language framework from within which we can support their being and becomings.

The students with whom I currently work have become advisors to staff and myself in terms of interpreting their behaviours and relationship building strategies. A context has also been provided through developing the discourse intervention presented in this thesis, within which the students identify learning opportunities they need in order support their future orientated goals. In line with the freedom given me (OFSTED 2012) to develop an alternative curriculum within the centre, which I now manage, the students are invited to explore current models of accreditation in order to select appropriate models, which support collaborative learning in addition to those which accredit cognitive production such as maths and English. This is a small step towards developing a pedagogic approach and model of accreditation, which acknowledges and accredits the students' conceptual understanding of self identity and frees the intrinsic creative nature of their humanity such that they can authentically access their future orientated goals.

Bibliography

Albemarle Report (1960) *Youth Service in England and Wales*, (London, HMSO).

Archambault, R (1966) *Dewey on Education*, (London, Random House).

Arendt, H. (1958) *The Human Condition*, (Chicago, University of Chicago Press).

Arendt, H (2007) *The Promise of Politics*, (New York, Schocken).

Altrichter, H. Posch, P. & Somekh, B. (1993) *Teachers Investigate Their Work*, (London, Routledge).

Atkinson, P. Delamont, S. Coffey, A. J. and Lofland, J. (Eds) (2001) *Handbook of Ethnography*, (London, Sage).

Atkinson, P. (1990) *The Ethnographic Imagination: Textual Construction of Reality*, (London, Sage).

Ashman, A. & Conway, R. (1993) *Using Cognitive Methods in the Classroom*, (London, Routledge).

Ball, S. (1994) *Education Reform: A Critical and Post-Structural Approach*, (Buckingham, Open University Press).

Baudrillard, J. (1981) *Simulacres et Simulation*, (Paris, Galilee).

Bauman, Z. (2000) *Liquid Modernity*, (Cambridge, Polity Press).

Bauman, Z. (2001) *Community: Seeking Safety in an Insecure World*, (Cambridge, Polity Press).

Bayne, S. & Ross, J. (2007) *The 'Digital Native' and Digital Immigrant': A Dangerous Opposition*, Conference paper presented at the Annual Conference of the Society for Research into Higher Education (SRHE).

Becta (2007) *Inclusive Learning; An Essential Guide*, Available at <http://publications.becta.org.uk/display>, accessed 12th February 2010.

Becta (2009) *Schools and Parents: A New Partnership*, Available at <http://publications.becta.org.uk/display>, accessed 19th February 2010.

Becta (2009) *Harnessing Technology for Next Generation Learning: Children, schools and families implementation plan 2009-2012*, Available at publications.becta.org.uk/display, accessed 11th February 2010.

Bell, J. (1999) *Doing Your Research Project*, (Third Edition) (Buckingham, Open University Press).

Benn, P. (2000) *Ethics*, (London, University College of London Press).

Bernstein, B. (1971) *Class, Codes and Control Volume 1*, (London, Routledge and Kegan Paul).

Biesta, G. & Egea-Kuehne, D. (Eds) (2001) *Derrida and Education*, (London, Routledge).

Biestek, F. (1957) *The Casework Relationship*, (London, George Allen and Unwin).

Blakemore, K. (1998) *Social Policy: An Introduction*, (Buckingham, Open University Press).

Bonhoeffer, D. (1949) *Ethics*, (London, SCM Press).

Boot, R & Reynolds, M. (1983) *Learning and Experience in Formal Education*, (Manchester, Monographs).

Bourdieu, P. (1993) *The Field of Cultural Production*, (Cambridge, Polity Press).

Bourdieu, P. (2000) *Pascalian Meditations*, (Cambridge, Polity Press).

Bryman, A. (1988) *Quantity and Quality in Social Research*, (London, Unwin Myman).

Buber, M. (1970) *I and Thou*, (Third Edition - British) (Edinburgh, T. & T. Clark).

Burridge, K. (1969) *New Heaven New Earth*, (Oxford, Basil Blackwell).

Carl, W. (1994) *Frege's Theory of Sense and Reference: It's Origins and Scope*, (Cambridge, Cambridge University Press).

Colebrook, C. (2002) *Gilles Deleuze*, (London and New York, Routledge).

Cotton, J. (1995) *The Theory of Learning: An Introduction*, (London, Kogan Page).

Crick, B. (1999) The Presupposition of Citizenship Education, *Journal of Philosophy of Education*, Volume 33, Number 3.

Crook, C. (2012) The 'Digital Native' in Context: Tensions Associated with Importing Web 2.0 Practices into the School Setting, *Oxford Review of Education*, Volume 38: 1, pp 63-80. (London, Routledge).

Culverwell, E (1913) *The Montessori Principles and Practice*, (London, G.Bell & Sons).

Darder, A. (2002) *Reinventing Paulo Freire: A Pedagogy of Love*, (Oxford, Westview Press).

Davies, R. (2005) *Liquid Schooling: Youth work reflections in the light of Bauman*, Unpublished conference paper.

Davies, R. (2006) *Corseted Curricula: Moving Beyond the Pre-vocational*, Conference paper.

Davies, R. (2010) *Upbringing, Families, Communities and the State*, Conference paper presented to the Philosophy of Education Society of Great Britain annual conference, Oxford.

Davis, F. (1992) *Fashion, Culture & Identity*, (Chicago, Chicago Press).

Denzin, N. & Lincoln, Y. (2003) *Handbook of Qualitative Research*, (London, Sage).

Denzin, N. & Lincoln, Y. (2003) *Strategies of Qualitative Enquiry*, (London, Sage).

Denzin, N. & Lincoln, Y. (2003) *Collecting and Interpreting Qualitative Materials*, (London, Sage).

Derrida, J. (2007) *Basic writings*, (London and New York, Routledge).

Derrida, J. & Roudinesco, E. (2004) *For What Tomorrow: A Dialogue*, (California, Stanford University Press).

DES (1985) *Better Schools*, (HMSO, London).

Dewey (1938) *Experience and Education*, (New York, Collier-Macmillan).

Dewey (2004) *Democracy And Education*, (Second Edition) (Kila, Kessinger).

DfCSF (2005) *Youth Matters*, Green Paper, (National Literacy Trust).

DfCSF (2009) *Your Child, your schools, our future: building a 21st century schools system*, TSO, (The Stationary Office).

DfEE (2001) *Schools: Building on Success* (HMSO, Norwich).

DfES (2002) *Schools: Achieving Success* (DfES Publications, Nottingham).

DfES (2002) *14-19: Extending Opportunities, Raising Standards Consultation Document*, (HMSO Norwich).

DfES (2002) *Transforming Youth Work: 'Resourcing Excellent Youth Services,'* (DfES Publications, Nottingham).

DfES (2001) *Transforming Youth Work: 'Developing Youth Work for Young People,'* (DfES Publications, Nottingham).

DfES (2003) *Every Child Matters*, Green paper, (National Literacy Trust).

Dix, P. (2010) *Taking Care of Behaviour: Practical Skills for Teachers (The Essential Guide)*, (Second Edition) (Harlow, Pearson Education).

Dominiques. L. (1981b) Use and Misuse of Social Stratification in Consumer Behaviour Research. *Journal of Business Research*, Volume 9 pp151-173.

Dummett, M. (1981) *Frege: Philosophy of Language*, (Second Edition) (London, Gerald Duckworth and Company).

Duncan, H. (1968) *Symbols in Society*, (New York, Oxford University Press).

Dunne, M. Pryor, J. and Yates, P. (2005) *Becoming a researcher*, (Maidenhead, Open University Press).

Dutoit, T. (Ed) (1995) *Derrida: On The Name*, (California, Stanford University Press).

Edwards, S. (2005) *The Construction of Peer Culture*, Unpublished MA essay, University of Sussex.

Edwards, S. (2006) *The Social Construction of Identity*, Unpublished MA Dissertation, University of Sussex.

Edwards, S. (2010) *Personalised Learning and IEP's: Conflicting Perspectives?* Conference paper presented to the Philosophy of Education Society of Great Britain annual conference, Oxford.

Ely, M. (1991) *Doing Qualitative Research: Circles within Circles*, (London, Falmer Press).

Elliott, J. (2007) *Reflecting Where the Action is*, (London, Routledge).

Foucault, M. (1985) *Power and Knowledge*, (Cambridge, Cambridge University Press).

Foucault, M. (Ed) & Gordon, C. (1980) *Power and Knowledge: Selected Interviews and Other Articles 1972-1977*, (New York, Pantheon books).

Foucault, M. (1988) *Politics, Philosophy, Culture*, (London, Routledge).

Foucault, M. (1979) *Discipline and Punish*, (London, Allen Lane).

Foucault, M. (1974) *The Archaeology of Knowledge*, (London, Tavistock).

Freire, P. & Shor, I. (1987) *A Pedagogy for Liberation: Dialogues on Transforming Education*, (Massachusetts, Bergin).

Freire, P. (1973) *Education for Critical Consciousness*, (London, Sheet and Ward).

Freire, P. (1972) *Pedagogy of the Oppressed*, (Harmonsworth, Penguin Books).

Friedrich, C. (Ed) (1959) *Community*, (New York, The Liberal Arts Press).

Friedman, M. (1955) *Martin Buber: The Life of Dialogue*, (London, Routledge).

Freund, J. (1968) *The Sociology of Max Webber*, (London, The Penguin Press).

Frings, M. (Ed) (1968) *Heidegger and the Quest for Truth*, (Chicago, Quadrangle Books).

Fritzsche, J. (1999) *Historical Destiny and National Socialism in Heidegger's Being and Time*, (Berkeley, University of California Press).

Gadotti, M. (Translated by Milton, J.) (1994) *Reading Paulo Freire: His Life and Works*, (Albany, State University of New York Press).

Gane, M. (Ed) (1993) *Baudrillard Live: Selected Interviews*, (London and New York, Routledge).

Gaine, C. (1995) *No Problem Here: A Practical Approach to Education and "Race" in White Schools*, (Stoke-on-Trent, Trentham Books).

Gebhardt-Steele, P (1985) *The Computer and The Child: A Montessori Approach*, (Rockville, Computer Science Press).

Gelder, K. & Thornton, S. (Ed) (1997) *The Subcultures Reader*, (London and New York, Routledge).

Ghaye, A. & Ghaye, K. (1998) *Teaching and Learning Through Critical Reflective Practice*, (London, David Fulton).

Giddens, A. (1991) *Modernity and Self-identity*, (Cambridge, Polity Press).

Giddens, A. (Ed) (1972) *Emile Durkheim: Selected Writings*, (Cambridge, Cambridge University Press).

Giddens, A. (1995) *A Contemporary Critique of Historical Materialism* (Second Edition) (London, Macmillan Press).

Giddens, A. (1995) *Politics, Sociology and Social Theory*, (California, Stanford University Press).

Giddens, A. (1982) *Classes, Power and Conflict*, (London, Macmillan Press).

Giddens, A. (1985) *The Nation State and Violence*, (Cambridge, Polity Press).

Giddens, A. (1998) *The Third Way: The Renewal of Social Democracy*, (Cambridge, Polity Press).

Gutierrez, G. (1988) *A Theology of Liberation*, (London, SCM Press).

Halsey, A.H. Lauder, H. Brown, P. & Stuart Wells, A. (2003) *Education, Culture Economy, Society*, (Oxford, Oxford University Press).

Hammersley, M. (1989) *Dilemma of Qualitative Method: Blumer and the Chicago Tradition*, (London, Routledge).

Harvey, D. (1990) *The Condition of Postmodernity*, (Malden Massachusetts, Blackwell).

Heidegger, M. (1990) *Being and Time: Translated by John McQuarrie and Edward Robinson*, (Oxford, Blackwell).

HMI (1993) *The Youth Work Curriculum*, (HMSO).

Hodge, J. (2007) *Derrida on Time*, (London and New York, Routledge).

- Huskins, J. (1998) *From Disaffection to Social Inclusion*, (DfEE)
- IDCSIAS (1943) *Beveridge Report*, (London HMSO).
- Illeris, K. (1999) *How We Learn*, (London, Routledge).
- Jarvis, P. Holford, J and Griff, C. (2003) *The Theory & Practice of Learning*, (Second Edition) (London, Kogan Page).
- Jeffer, T. & Smith, M. (1982) *Youthwork*, (London, Macmillan Press).
- Jones, S. (1998) *Cybersociety 2.0*, (London, New Delhi, Sage).
- Keisler, S. (Ed) (1997) *Culture of The Internet*, (Mahwah New Jersey, Erlbaum Associates).
- Kolodiejchuk, B. (2007) *Mother Teresa Come Be My Light*, (London, Rider Books).
- Kristeva, J. (1989) *Tales of Love*, (Columbia, Columbia University Press).
- Kristeva, J. (1980) *Desire in Language: A Semiotic Approach to Literature and Art*, (Blackwell).
- Lauer, H. & Handel, W. (1983) *Social Psychology*, (Englewood Cliffs, Prentice-Hall).
- Leahy, R. (Ed) (1985) *The Development of The Self*, (Orlando, Academic Press).
- Levi – Strauss, C. (1962) *Totemism*, (London, Merlin Press).
- Li-On, L. (2007) *The Politics of Community Mediation*, DPhil thesis, University of Sussex.
- Lundy, D. (2005) *Borderless Church*, (Buckinghamshire, Authentic Media).
- McCarthy, T. (1978) *The Critical Theory of Jurgen Habermas*, (London, Hutchinson and Company).

- MacIntyre, A. (1985) *After Virtue*, (Second Edition) (London, Duckworth).
- Marks, J. (1998) *Gilles Deleuze: Vitalism and Multiplicity*, (London, Pluto Press).
- McGuigan, J. (1999) *Modernity and Postmodern Culture*, (London, Open University Press).
- McKenzie, G., Powell, J. & Usher, R. (1997) *Understanding Social Research: Perspectives on Methodology and Practice*, (London, Falmer Press).
- McLaren, P. & Lankshear, C. (Eds) (1994) *Politics of Liberation: Paths from Friere*, (London, Routledge).
- McNigell, W. (Ed) (1998) *Martin Heidegger: Pathmarks*, (Cambridge, Cambridge University Press).
- Miller, I. (1984) *Husserl, Perception, and Temporal Awareness*, (Cambridge, Massachusetts, London, The MIT Press).
- Nurmi, J. (Ed) (2001) *Navigating Through Adolescence, European Perspectives*, (London, Routledge).
- ODPM (2005) *Transitions: Young Adults with Complex Needs*, (ODPM Publications).
- Ord, J. (2004) The Youth Work Curriculum and the 'Transforming Youth Work Agenda.' *Youth & Policy*, Issue 83, p47, Available at <http://www.arasite.org/ord83.pdf>, accessed 18th November 2009.
- Peters (1959) *Authority, Responsibility and Education*, (London, George Allen & Unwin).
- Plato (1974) *Protagoras and Meno*, (Harmondsworth, Penguin).
- Plato (1987) *The Republic*, (Harmondsworth, Penguin).
- Poster, M. (1989) *Critical Theory and Poststructuralism*, (New York, Cornell University Press).

Prensky, M. (2001) Digital Natives, Digital Immigrants. *On the Horizon*, Vol 9, No 5, pp1-5 (MCB University Press).

Priest, S. (Ed) (2001) *Jean-Paul Sartre: Basic Writings*, (London and New York, Routledge).

Pring, R. & Walford, G. (Eds) (1997) *Affirming the Comprehensive Ideal*, (London, Falmer Press).

Rappoport, R & R. & Strelitz, Z. (1977) *Fathers, Mothers and Others*, (London, Routledge and Kegan Paul).

Rheingold, H. (2000) *The Virtual Community*, (First Mit Press).

Richardson, J. (1986) *Handbook of Theory and Research for the Sociology of Education*, (New York, Greenwood).

Rouse, J. (1994) *Cambridge Companion to Foucault*, (Cambridge, Cambridge University Press).

Rogers, C. (1969) *Freedom to Learn*, (New York, Merrill).

Sandstrom, C (1979) *The Psychology of Childhood and Adolescence*, (Second Edition) (Harmondsworth, Penguin Books).

Scott, D. & Usher, R. (Eds) (1996) *Understanding Educational Research*, (London, Routledge).

Schostak, J. (2002) *Understanding, Designing and Conducting Qualitative Research in Education*, (London, Open University Press).

Shacklock, G. & Smyth, J. (Eds) (1996) *Being Reflexive in Critical Educational and Social Research*, (London, Falmer Press).

Shilling, C. (1993) *The Body and Social Theory*, (London, Sage).

Silverman, D. (2004) *Qualitative Research*, (London, Sage).

Silverman, D. (2005) *Doing Qualitative Research: A Practical Handbook*, (Second Edition) (London, Sage).

Skilbeck, M (1970) *Dewey*, (London, Collier-Macmillan).

Smith, M. (1996, 2000) Curriculum Theory and Practice: *The Encyclopaedia for Informal Education*, Available at www.infed.org/biblio/b-curric.htm, accessed 12th November 2009.

Smith, R. (1885) *Kinship and Marriage in Early Arabia*, (Cambridge, Cambridge University Press).

Smith, M. (1982) *Creators Not Consumers: Rediscovering Social Education*, (Second Edition) (Leicester, NAYC Publications).

Social Exclusion Unit. (1999) *Bridging the Gap: New Opportunities for 16 – 18 Year Olds not in Education, Employment or Training Report*, (The Stationary Office)

Stapleton, T. (1983) *Husserl and Heidegger: The Question of a Phenomenological Beginning*, (Albany, State University of New York Press).

Steiner, G. (1978) *Heidegger*, (Sussex, Harvester Press).

Stroker, E. (1993) *Husserl's Transcendental Phenomenology*, (Stanford California, California University Press).

Taylor, C. (1989) *Sources of the Self*, (Cambridge, Cambridge University Press).

Teaching Today (2009) *Summary of School's White Paper*, NASUWT Magazine extract.

Tiffany, G. (1994) *Values in Education. Values in the Lives of Persons*, Unpublished MA essay, University of Leeds.

Tiffany, G. (2010) *Education and the Celebration of Uncertainty: Lessons from Informal Education*, Conference paper presented to the Philosophy of Education Society of Great Britain annual conference, Oxford.

Tillich, P. (1977) *The Courage to Be*, (London, Collins).

Trifonas, P. (2000) *The Ethics of Writing: Derrida, Deconstruction, and Pedagogy*, (Oxford, Rowman and Littlefield).

University of Sussex (2006) *Programme Handbook*, (The University of Sussex).

Ward, P. (1993) *Worship and Youth Culture*, (London, Marshall Pickering).

Waterhouse, R. (1981) *A Heidegger Critique*, (Sussex, Harvester Press).

Wertsch, J. (1985) *Culture Communication, and Cognition: Vygotskian Perspectives*, (Cambridge, Cambridge University Press).

West Sussex County Council (2006) *Draft Strategy for Educational Inclusion*.

West Sussex County Council (2003) *Strategic Service Plan 2003 – 2006*, (West Sussex Youth Service).

West Sussex County Council (issue 4) (2006) *West Sussex Youth Service Curriculum*, (West Sussex Youth Service).

Wheal, A. (1998) *Adolescence Positive Approaches for Working with Young People*, (Dorset, Russell House Publishing).

Whitty, G. & Wigfall, V. (2003) *Education and the Middle Classes*, (Birmingham, Open University Press).

Willis, P. (1975) *Learning to Labour*, (Farnborough, Saxon House).

Winch, C. & Gingell, J. (1999) *Key Concepts in The Philosophy of Education*, (London and New York, Routledge).

Woods, P. (1986) *Inside Schools*, (London, Routledge).

Yates, P. (2005) *The Pupil's Body and the Knowing Mind*, Unpublished conference paper.

Young, J. (2001) *Heidegger's Philosophy of Art*, (Cambridge, Cambridge University Press).

Zimmerman, D.H and Wieder, D.L (1977) *The diary interview method*, (London, Sage).

Appendix 1

BYW session format: January 2007

Presented below is the session format for the Princes Trust xl and CoPE clubs developed in consultation with the student members over the four years 2003 - 2007. My staff member (Sue) and I were referred to by students by our first names. This format was used throughout the initial stages of the intervention although changes made in order to develop the interventions in response to findings.

8.45am

Students arrive at BYW in non-school uniform (They choose to wear non-school uniform mainly because it emulates the informal atmosphere and previous research (Edwards 2006) suggests they feel comfortable in these clothes). Female students normally chat in the main hall corner suite whilst male students normally gather around pool tables to play each other. One or two males sit in the main hall corner suite as well whilst two different students each week prepare bacon sandwiches and hot chocolate (many don't have breakfast in the morning prior to attending). Sue and I talk to each member and ask how their week has been with family, school and friends and generally we facilitate socialising during this time. It is during this time that issues affecting the students' lives are disclosed to myself or Sue. Sometimes this period is extended to talk through these issues.

9.15am

Introduction to the day and outline of the session aims and objectives and update group on progress once a month.

9.30am – 11.10am

This period is traditionally the best time to complete folder work as concentration and motivation to engage this activity is high. Each unit has a practical activity which must be completed in conjunction with the plan, do and review sheets. While two students at a time occupy a computer with one staff member the rest of the group complete practical activities either in groups or individually. Current (March) unit involves creating a personal journey book using photos taken on their mobile phones then interviewing friends and family to explore how they are viewed by them.

11.10 – 11.35am break: Students often stay in to talk to myself and my staff about either issues or general experiences they have encountered the previous week.

11.35 – 1.35pm

This two hour session was normally a practical activity session. For example the milkshakes were made during this session in order to introduce the group to the concept of teamwork. Also a group of four boys used this session in January and February to create a personal journey DVD about themselves and how they have changed since joining BYW CoPE group. At times this session is also used to facilitate socialising between the group and develop staff / student relationships and trust. We might go to a local golf driving range, ice skating or a visit to Brighton Pier.

Appendix 2

PDR Questions; Working with Others in a Group / Team - Level 1 (2007)

N.b Underlined words are the same as those underlined on the CoPE PDRs.

Plan

1. What is your group / team task?
2. Who will you be working with?
3. What needs to be done?
4. By when?
5. Which group members?
6. What things or help from others will be needed?
7. What will you do? (e.g what are your responsibilities?)
8. Where will you be working?
9. Who will you ask for help if things go wrong?

Do

10. What jobs did you do? (e.g to meet your responsibilities?)
11. Who were you working with?
12. How did you make sure you worked safely? (e.g followed safety rules, used tools safely)
13. What methods did you use to make sure you were working to the right standard? (e.g followed instructions for using materials, used tools correctly)
14. When and how did you check progress?
15. Who did you ask for help and what was it for?
16. What help did you offer other people in your group?

Review

17. What do you think went well in working with others in a group? (e.g the speed you worked at, sharing boring jobs out, being able to do what you are good at, encouraging each other)

18. What went less well, in working with others in a group? (e.g arguments, problems with passing messages on, how much each of you did)
19. How did you help to achieve the group tasks? (e.g encouraged others, made sure everyone kept to time, did things that were not your job)
20. How could you improve your work with others for next time? (e.g I could listen to others, plan my time better)

PDR Questions; Working with Others in a Group / Team - Level 2 (2007)

Plan

21. What is your shared task? (e.g what are the objectives, what needs to be achieved together?)
22. Who will you be working with?
23. What needs to be done?
24. Who will do it?
25. By when?
26. What materials, equipment, tools and help from others will be needed?
27. What will you do? (e.g what are your responsibilities?)
28. How did your group share information to decide who did each job?
29. Where will you be working? (consider Health and Safety)
30. Who is available to offer help and advice?

Do

31. What jobs / tasks did you do? (e.g to meet your responsibilities?)
32. Who were you working with?
33. How did you make sure you worked safely and on time? Were there any safety issues or risks related to your responsibilities?
34. What methods did you use to make sure you were working to the right standard? (e.g followed instructions for using materials, used tools correctly, checked with group members.
35. What did you do to help the team work together? (e.g anticipate the needs of others for information and support)
36. When and how did you check progress?

37. Who did you ask for help and what was it for?

Review

38. What do you think went well in working with others? (e.g sharing jobs equally, quality of work, listening to others)

39. What went less well, in working with others? (e.g disagreements, Health and Safety issues)

40. What was your role in helping achieve things together? (e.g encouraged others, kept others informed)

41. How could you improve your work with others for next time, including interpersonal skills? (e.g accept more advice, communicate better)

Appendix 3: Field work Observation recording sheet Intervention - Proforma

Date: Session: Context: Place: Aim of session:

Student: Discussion focus: CoPE unit: Other

Time frame	No of actors (Students and adults)	Rel building activity + description Build, Maintain Protect, Support, Explore, Welcome	Immediate Gesture / facial	Immediate Bodily movement	Mediate dialogue supporting relationships (specific words, phrases,	Immediate Voice tone (Stern, Joke, Statement, Qn, Discussion, Instruction	Immediate Voice volume (Low, Med, High)	External communication medium (mob etc..)

APPENDIX 4: Fieldwork Observation Recording Sheet

Date: 15/5/7 Session: JL's Context: Mid summer Place: Youth wing Aim of session: Chill out after busy two terms

Student: LE Discussion focus: Around music production & BB planning

Key: D = Discussion, J = Joke, S = Statement,

Time frame	No of actors (Students and adults)	Rel building activity + description Build, Maintain Protect, Support, Explore, Welcome	Immediate Gesture / facial	Immediate Bodily movement	Mediate dialogue supporting relationships (specific words, phrases,	Immediate Voice tone (Stern, Joke, Statement, Qn etc..)	Immediate Voice volume (Low, Med, High)	External communication medium (mob etc..)
8.10pm	S:M 1 Fm 1 A:M 1 Fm	(M) & (B) corner suite talking about JL's work	Smile relax D burps all laugh at camera	LE waves, staff and students all look at camera and stop talking	L 'hi Pete love you' (B)	J D	H	
8.12pm	S:M 2 Fm 2 A:M 1 Fm	(M) Music production wkshp	'go away you're a delinquent we don't need you' (to L filming)	LE walks away	refocus on music	S	H shout bye otherwise L talk about wkshp	
8.13pm	S:M 1 Fm A:M 1 Fm	(B) Pete & D talking about D issues arising in club how he feels	Eye contact	Sitting open gesture		D	L	
8.14pm 6m	S:M 2 Fm 2 A:M Fm 1	BB planning (B)	Concentration no response when LE walks in with camera	Open sitting relaxed on stools	For dialogue and behaviours see attached sheet	D, J, S	M	
8.20pm	S:M 2 Fm 2 A:M Fm	Music production wkshp all joke with L (filming) (W)						

8.14pm – 8.20pm: BB planning session in diner with Sue (staff) LY, JY, JS & AG

Red text: Examples of behaviour categories.

Blue text: Examples of Bernstein's restricted public code.

Green text: Examples of Bernstein's elaborated public code.

1. Discussion between LY, JS and AG regarding foods for BB. AG argues vegetarian for vegetarian foods because she is vegetarian (Protecting) and sees it as best for
2. everyone to eat rather than getting different types of food in (Building). She also suggests this will help them be careful with allergies. JS makes a sly
3. comment to her at this point (Exploring)
4. AG Shut up!! (slaps JS on his leg and he laughs)
5. LY and JS then carry on the discussion whilst Lewis leads (Building). JY tries to come in with jokes and support for the ideas put forward. JS sits with his hands
6. clasped around his knee whilst sitting on a high stool in the group (all on high stools). His head is back and his eyebrows raised as though he is in charge.
7. JY follows up JS's joke to AG with a further joke (Exploring)
8. AG Shut up! (grins and hits him)
9. JS carries on the discussion and talks about the fencing behind the youth wing as a safe area for conducting on of the BB activities. JY attempts to affirm
10. and engage the discussion
11. JY (to JS) 'yes that's what I thought' (Exploring)
12. JS ignores him and so does LY but LY follows JS with his eyes. (Protecting) It seems JY is attempting to be JS in a hierarchy. JY throws in a joke

13. which is unclear on the camera and Sue (staff) cuts in

14. Sue (to JY) I'm worried about you (Maintaining)

15. JY laughs but no-one else does (Exploring). All then get up and walk around then focus on LE filming who laughs at them. AG gives 'evils' (Protecting)

16. AG (to LE filming) Go away

17. JY (adds) Go away titch no-one likes you, go home (Protecting)

18. LE walks out quietly

19. Shortly afterwards JY and LE walk away from the BB planning session.

Appendix 5: Field work Observation recording sheet Intervention

Date: 8th May Session: Yr 11 xl club Context: Main hall end of year 3rd Gold unit Place: BYW Aim of session: To finalise all gold work for marking and preparation for FE / work

Student: 3 fm 7 m Discussion focus: Around finalising folders CoPE unit: DO Other: Princes Trust Gold level 2

Time frame	No of actors (Students and adults)	Rel building activity + description Build, Maintain Protect, Support, Explore, Welcome	Immediate Gesture / facial	Immediate Bodily movement	Mediate dialogue supporting relationships (specific words, phrases,	Immediate Voice tone (Stern, Joke, Statement, Qn, Discussion, Instruction	Immediate Voice volume (Low, Med, High)	External communication medium (mob etc..)
11 am Café 1m	S:M 1 Fm 2 A:M Fm	Making bacon sandwiches in café (S) & (M)	No eye contact – activity focused – no specific facial expression	Activity focused	Based around instructions	S I	L	
2m Hall corner suite	S:M 4 Fm 1 A:M 1 Fm 1	Chatting waiting for sandwiches (M)	Focused on topic eye contact	GR playing with hair, PN mimes playing table tennis and asks GN if he wants a game	'want to play table tennis mate?'	S & D GR to staff (see attached script) PN cuts in across GY and GR with a Joke	M M	Hair to play with- GR Throws paper ball - PN
11.05am 1m hall corner	S:M 3 Fm A:M Fm 1	Eating sandwiches chatting (M)	Initially all are engrossed in their own actions – whilst eating sandwiches then eye contact for discussion	Sitting down and individualised actions – non comm	'Hi nobby' PN to GY I'm buying an xport m/c (see attached script)	J S D	M M	
11.06am 1 m café	S:M 1 Fm 2 A:M Fm	Making sandwiches still (M)	MD laughs	MD waves spatula at AI in his personal space - AI walks out	Simon to AI 'what happened there then AI AI 'nothing' Simon 'what nothing?' (see attached script)	S J	H	Spatula waving

Time frame	No of actors (Students and adults)	Rel building activity + description Build, Maintain Protect, Support, Explore, welcome	Mediate Gesture / facial	Mediate Bodily movement	Dialogue supporting relationships (specific words, phrases,	Immediate Voice tone (Stern, Joke, Statement, Instruction Discussion	Immediate Voice volume (Low, Med, High)	Comments
11.07am main hall 2 m	S:M 3 Fm 1 A:M Fm 1	All chatting – Anthony sitting with group but not engaging chat (S) (M)	Laid back non specific by all	Open gesture – relaxed all	Chatting about holidays, GR's brother in Australia and m/c (See attached script)	GR / staff look at mobile phone of GR's brother and Sue's fiancé – Boys joke about the pictures		Mob phone
11.15am - Cafe	S:M Fm 2 A:M 1 Fm	Making sandwiches (M) (P) (S)	CD screws face up walks away	Arms waved in air CD	Simon – no that's not cooked CD why doesn't anyone else do this? Oh for goodness sake! (See script)	Stern S	H	
11.16am 3m diner	S:M 2 Fm A:M Fm	AI and GN chatting (S)	Stare at camera – AI does scary face AI sings to GN to get his attention	A looks at GN to talk to him GN ignores AI	(See script) Leave it alone MD to AY (hierarchy again!???)	Stern I	H M & CD carry on – MD confident to act on his behalf...Interview	
11.20 5m diner	S:M 2 Fm 2 A:M Fm	Boys playing TT (M)	Concentration	Scratch heads	(See script) Plenty of noise from group in hall – investigate metaphysical links to group - connectivity	L in diner H in hall	References from hall to diner ad diner to hall	Simon set boundary for CD(safety) who got upset. MD smoothed the flow again. Hierarchical and spatial link within group as well as noises and movements. Seem to help the actors locate themselves in the space and relationships
11.45am Main hall 6 m	S:M 5 Fm 3 A:M 1 Fm 1	Joking to each other whilst Simon talks about unit of work (E) (M)	Laughing – stare at GR waiting for response to joke directed at her	Lots of hand clapping high 5's. English Males to GN and AI especially	(see script)	J S then D	M L	

Appendix 6

Observation: Year 11 xl club session Tuesday 8th May 2007

Time period of observation taken at random intervals between 11.30am

Time duration 2 minutes 38 seconds

Red text: Examples of behaviour categories

Blue text: Examples of Bernstein's restricted public code

Green text: Examples of Bernstein's elaborated public code

Part 1 – Group sitting in corner suite chatting

Sue (staff) talking to group about moving to Scotland after she gets married this July. The subject is breakfasts and is engaged half way through...

1. Sue, GY (Male), GR (Female), PN (Male), JL (Male), Simon (S) – researcher.
2. Sue When I get breakfast I get Scottish breakfast ...
3. PN ...and they give you...
4. Sue black sausage ...
5. PN Yeah...(thinking)
6. GY ewwwwhhh
7. S laughs
8. GY That's disgusting
9. Sue no its really nice
10. GR its got little turns – twists inside and then ..(Maintaining)
11. GY oh yeah the burgers (Maintaining)
12. GR oh go on Sue can you send me pictures of him (I think she refers to Sue's fiancé)
13. PN that's a bit pervertedI'm joking ha ha (Exploring)
14. Sue and GR continue to look at Sue's phone pictures of her fiancé (Maintaining)
15. PN ...to no one in particular – NAKED ...(looks around) (Exploring)

16. Sue and GR talk further about GR's brother in Australia ...the rest of the group listen and look around at each other just sitting (waiting?)
17. PN ...makes joke about a bacon sandwich he has just got from MD and CD
18. GR ...no you fat pig...look at 'im munchin away (Building)
19. Sue it was JL a minute ago munching away
20. GR JL's alright he is allowed to
21. S ha
22. PN (To S) I'm getting an xport (mini-motorcycle) on Saturday (Building)
23. S uh hu (Protecting)
24. PN a dirt bike
25. S Oh right
26. PN I can't wait – go up on the downs (Building)
27. S (refers to folder work) are you gonna be able to get this stuff done after break? (Protecting)
28. PN yes
29. S Yes? Come back ready and focused in your mind (Protecting)
30. GY I got three sheets done last week
31. S I know you done loads, you done really well but that was catching up
32. GY Yeah I know
33. S yeah you still got to do today
34. GY I can do that....
35. S you've got three weeks to go people...
36. GR (talks to Sa)
37. S I'll push you quite hard
38. All chat and seem to ignore S comments and engage 1-2-1 discussions (or could it be that they know and don't need reminding?)
39. S walks to camera ..you seem to be quite comfortable with the camera on you
40. GY I don't mind the camera on me

41. S I did some on the year 8 and 9 club and they stopped talking when the camera was on them
42. Group carries on talking to each other and discuss going over the road to the shop during break time
43. Sue (To PN) PN are you going (unclear as to where) ..?
44. PN I was going to go with AI but I can't be arsed
45. End part 1
46. **Part 2:** Before break – 11.10 GN (Male) AI (Male) MD (Female) CD (Female) AY (Male)
47. Time duration 6 minutes
48. (B Full of emotional attachments to Simon)
49. In diner GN and AI talking and playing table tennis with MD and CD in the kitchen
50. S I'd like to video some different bits and pieces of the club session where I think relationships are being built. Is that ok
51. GN Yes sure
52. S It's not going to be shown publicly it'll only be shown to me .. cos it's for my research
53. All groan ...
54. AI...yeahhhh
55. CD oh it's a done deal!
56. S HAHAHA
57. CD fine
58. MD (to CD) I don't think they're cooked (looks at bacon)
59. S (to C) no that's not cooked
60. AI (in background making noises to Gasser to get his attention – see video)
61. CD why isn't anyone else cooking? They're always moaning
62. MD He's just saying they're not cooked
63. C D They're always moaning
64. AI (sings in background)
65. MD No that was just me Si just said they weren't doneyou wash up I'll dry up

66. General chat amongst 1-2-1's

67. AI messes around and sings to Gasser

68. MD It's nearly break time it's 10 past

69. CD Who is that actually filming?

70. AIoioioioioioi (think he sees AY touching the camera)

71. AY Fuck off

72. AI Hello just with GN (walks to camera)

73. MD leave it

Appendix 7

CoPE Do, Review sheet wwo Team building discussion**12th April 2007**

Student: SY

Time: 11am

Observer – Simon Edwards

Blue text: Examples of Bernstein's restricted public code

Green text: Examples of Bernstein's elaborated public code

1. Context: During Easter holidays, end of second week. I had rung SY at his request the previous day to invite him to come in and catch up with some of his work. SY had already spent 2 hours with Sue (staff) to hand write up his PDR for making a milkshake and developing a product to sell in the youth wing café. SY needed time with me to type up the written sheets but I also wanted to explore how he could use discourse to locate tam work knowledge in SY's social world and help him develop interpretative skills to transfer that knowledge into the required language for the CoPE paperwork. This would take him passed the grade E level written work and would help explore more critical thinking.
2. Atmosphere: No-one else in youth wing so was quiet.
3. S (To the camera) We're going through working with others and SY's er looking back at the plan that he actually did ok so what we've done is I've asked SY what did you do? Alright (looks to SY) SY when you made the milkshake look at the whole process right going from...erm ..going to ..thinking about making a milkshake going to Brighton making a milkshake come back working out the costs and also putting a poster together ...what did you do throughout the whole process?(reads SY's typed sheet) so you cleaned the table and put the ingredients in. What else? ...in terms of doing the practical, going to Brighton, what did you actually do when you did the research er on the internet and what did you do when you did the poster as well? ...(SY shrugs shoulders and looks at me) ...ok so what did you actually do?ok well look back at what you actually did alright so what did you actually do when you were there?

4. SY Buy a milkshake
5. S Ok why did you buy the milkshake? (types for SY)
6. SY To see what it tastes like
7. S Right so why do you want to see what it tastes like?
8. SY Cos if it's good I'll like it
9. S If it's what (doesn't look up from typing)
10. SY If it's good I'll like it
11. S Ok even if it's good erm (sits back looks at SY) did you check with the shop keeper to see if anyone actually buys that one?
12. SY shrugs and shakes head No
13. S You didn't so you could have been making one no one likes anyway so you only made one you liked
14. SY nods
15. S yeh ..ok (Types) Looks at screen and points (SY looks as well) I'll buy a milkshake and see what it tastes like and if it is good I'll make one like it (looks to SY who looks back) Then what are you going to do after that?once you've tasted one what are you going to do then?
16. SY (looks at S) Make our own
17. S how are you going to know what to make?
18. SY Sit in a group discuss it
19. S o..k (types the answer) right (reads) so you are going to come back sit in a group and discuss which one to make (looks at screen) ok how are you going to know how to make them?
20. SY look on internet
21. S (ignores answer) ok when you went to shakeaway how did you know how to make it?
22. SY Watched em
23. S ok so did you write down what you saw them putting in it, what did...who actually worked out what was going into it?
24. SY all of us
25. S ok (types response) ok ..alright (sits back) what did you do after that?
26. SY erm.....made our own

27. S Ok what did you do specifically?

28. SY put the ingredients in..

29. S ok (types response)were you gonna make it by yourself or were you gonna make it with everyone else?

30. SY everyone else

31. S So you all put the ingredients in?

32. SY yeh

33. S So....one put ¼ of the mars bar and the other put in ¼ of the mars bar...?

34. SY (smiles as though thinking S doesn't believe him) yes

35. S seriouslyis that how you did it? (laughs)

36. SY (laughs) yeh

37. 4m 40s

38. S ok (types)part of.....(starts to ask qn then trails off)o..k
....right...(types) ok what I've put there is I'll help make the milkshake with the group is that alright?

39. SY Yeh

40. S (reads from screen) How did you decide which jobs you were gonna to do?

41. SY Discussed it (looks at S)

42. S ok where did you discuss it?

43. SY In the sitting area

44. S ok (types)what did you discuss (sits back to ask and looks at Sa)

45. SY What people do what jobs (looks at S then computer)

46. S (Types) we discussed what people did what jobs....in ..a ...group ...in ...the..youth...wing. (Sits back looks at SY) How long did you talk about it?

47. SY About five or ten minutes

48. S ok so how did that work did you say I'm going to make it (points to screen) or did someone who had already made it say the ideas?

49. SY Someone else said it

50. S ok who did?

51. SY er Justin I think

52. S right...so had he made it before then...(SY looks at S and shrugs) so why did you listen to him and not anyone else?

53. SY (looks at S) **dunno**

54. 6m

55. S ok so what happened? It sounds to me like you kinda went along with it? (SY nods) ok (types) erm...we'll do ...what jobs we did in a group in the youth wing...ok start date eleven oh one oh seven and you've got thirty one..one...oh seven ...it's oh six actually ...Where were you working? (sits back to look at SY)

56. SY youth wing café

57. S what you worked the profits out in the youth wing café?

58. SY yeh

59. S ok is that where you did everything? (sharp tone)

60. SY Yeh

61. S ok (types)what about the internet ...who went on the internet?

62. SY (looks at S but keep head facing computer)

63. S ok health and safety rules ..(sits back looks at SY) which health and safety rules did you need to follow? (atmosphere feels stern like just getting the job done)

64. SY (answers but keeps looking at screen) **washing yer'ands**

65. S ok ...wash hands ...yeh...(really quickly) what else?(slows down sits back looks at SY) don't forget you did your food handling course ...yeh...what else do you think you need to wear?

66. SY (looks at S) **aprons**

67. S yeh what else?

68. SY **hats**

69. 8m

70. S right (leans forward to type)ok what equipment are you using?

71. SY Blender ...

72. S Rightso what health and safety rule do you have to follow there? (doesn't look up but momentarily sits back)

73. SY **don't put your hands near the blades** (doesn't look away from computer)

74. S (types) yep ...(sits back to look at SY) what else?(Silence as SY thinks but doesn't look away from computer)

75. SY computer (looks at S)

76. S o.k...(starts to type but sits back) ...lets not worry about that one (sits back to look at SY) are there any health and safety rules written up anywhere in the kitchen?

77. SY Yeh in the kitchen

78. S where are they?

79. SY on the boiler

80. S did you read them?

81. SY yeh

82. 9m

83. S ok (types this in)ok...who will give you advice and support (reading question)(looks at Sa) who gave you advice and support?

84. SY You (looks at S and turns head this time from computer)

85. S oker(types) and what was that about?

86. SY[how to make em](#)

87. 10m

88. S okalright (scratches forehead)(types)(reads) SY....SY.....(Both look at screen)ok Do ...(reads) what tasks did you do (reads SY's current response typed) ...I went to the milkshake shop and got a tobloronetoblorone one...I liked it so I remembered how to make it ...(sits back to look at SY and ask qn) How did you remember how to make it if you liked it?

89. SY Kept it in my head ...(looks at S)

90. S So how did you know exactly how to make it?

91. SY [Cos I watched em](#)

92. S ok you need to put that in there (looks at computer and scrolls to type)I liked it so I watched ...(plays with watch strap) ...who did you watch? (looks at SY)

93. SY The person in the shop

94. S o.k ...(types and reads back) then I learned how to make itright erm (reads to SY) I came back and made my own milkshake with the group and worked out the profits because I am better at maths ..ok..I did the cleaning up because I offered to help...ok (approving voice raised at 'k') How did you make sure you worked safely and on time? I did a food handling course which helped me about food safetyso.....right.....(SY stretches arms and shakes head as though restless) ...did you do it at the same time or before you done that? (sits back to look at Sa)

95. 11m 30s

96. SY (head on chin whilst looking at screen) before

97. S ok ..(types)which taught me about food safety.....ok.....(looks at SY)
how did you know you were working on time?(SY looks at floor then
screen not at S)How did you know you were working (scrolls to Plan sheet
and points) cos you've got all these haven't you...how do you know what needs to
be done?(points to screen) you've got some dates there...how did you know
you were on time?

98. SY (looks at S) **looked back at that piece of work ..that sheet**

99. 12m

100. S ok(types)okalright (re-assuring voice raised at end
sits back and looks at SY and reads from screen)erm...I did a food handling
course before the project which taught me about food safetyok.....(reads
qn) what working methods did you use to make sure you were working to the right
standard? (reads) Simon and SY told us how to use the machine before we started
...we sold it in the youth wing café...we knew people liked it because they said it
was as good as McDonalds ...oh right ...wow...erm (sits back and looks at SY)
how else did you know it was to a good standard?

101. 13m 15s

102. SY (looks at computer but eyes move to S) we tried it ourselves

103. S You tried it yourself...what did it taste like? (leans forward to type)

104. SY (Looks at S almost embarrassed body language hands between legs shy
move of head) Normal (grins)

105. S Normal...(grins) what do you mean Normal?

106. SY Normal milkshakes (grins)

107. SY Yeh normal (laughs and types) okerrrrm.....so
wh.....(sits back to talk to SY who looks) so what did that say to you then? If it
tasted like a normal milkshake what did that say to you?

108. SY ...improve ?....

109. S ..erm ...if it tasted normal did it need to improve?

110. SY No

111. 14m

112. S ok (types and reads the next qn) what did you do to help the team work
together ...I offered to wipe the surfaces because no-one else was doing it ...and it
needed to be done...I did the maths to work out the costsbecause I am better
at it.....ok.....(reads qn) how did you check your progress?

113. SY (doesn't look at S) errr

114. S When you made your milkshakes through the whole two hours in the morning how did you check your progress? (looks at SY and sits back whilst asking)(SY thinks) do you know what that means? (SY looks at S sideways without moving head pointed at screen and nods) Yeh? Tell me what you think I mean by that
115. SY Like how we dun it
- 116. 15m**
117. S yeh
118. SY ummm...dunno (looks at S shyly)
119. S right ..ok ...(sits back to talk with SY) like you're looking at...you're making your milkshake you're going through it and you need to see whether or not its ok. You need to see whether or not you have the time to do it in and you need to see whether or not you have done the ingredients properly. (hands gesturing but also fiddling with watch strap) How did you deal with each of those things?
120. SY Looks at computer but eyes move to S when answers) I asked you
121. S ok how else (plays with ring on finger)(long silence SY looks away up and down 15 secs)how else might you check you are doing ok? And working to the right standard and everything else.....(silence) I look at screen and points what about the whole project (gestures with hands) I mean we originally planned to finish kind of at the end of December didn't we? (SY looks at me) yeah or the end of January but you are way behind (gestures to screen) and you haven't written all of this. How did you check all of that whether you are behind or in front?
122. SY Cos everyone else has done more than me (eye contact with S)
- 123. 16m 30s**
124. S ok fair enough (types)er.....I'll check with Simon.....ok...ok.....alright.....now we are 12th April(types in date scrolls down) now we need to do this one ...(moves to review sheet and sits back turns to talk to SY) what do you think went well in working with everyone else when you were working with LE and JT? What went well in there think about working in a team
125. SY discussions (faces screen but looks eyes sideways to S when answering)
126. S ok discussions what do you mean what went well about discussions?
127. SY talking
128. S Ok ...you're giving me one word answers which isn't helping me....you've got this product going and you've made this milkshake what was good about it and what? Did you really enjoy about working with LE and JT? (sitting forward on seat)
129. SY get things made (quietly)
130. S ok .. so you've got discussions and ..

131. SY get things made (? Very quiet)

132. 18m 30s

133. S ..so if I just type one word ...(types in) what else? (both look at screen 10 secs) Did you argue?

134. SY No

135. S (Talks to himself whilst typing) so ...we ...had discussions and didn't mess around...I thought Justin did because he broke the blender

136. SY He did that was on the other one

137. S That was on what? (sounds formal and straight)

138. SY The other one

139. S The other one

140. SY we did two

141. S o right yes ...ok what went wellwe had discussions and shared jobs what else went well (I sit back and hands behind head SY is quiet looking at screen. I bring hands down) tell me how you work as a team. Say if you were all going out somewhere and meeting outside of school how do you work out what is happening and who is doing what?

142. SY Dunno (looks at S)

143. 19m 30s

144. S When you need to make a decision what happens? (5 sec pause then SY shrugs shoulders and looks at me) ok don't know ...(leans forward to read screen) we had discussions and didn't mess around ...ri...ght so what about, what was the result of you having discussions and not messing around? (silence SY looks intently at screen) what happened to the milkshakes what happened to the photographs what happened to the internet did anything happen?

145. SY Yeh

146. S Right ok you need to talk a bit more on this one SY cos you're not helping me here (laughs and points to screen) I'm not going to write it things that aren't in your language (SY looks up and nods intently) alright? Are you still ok being here?

147. SY (looks at S) yeh

148. S so you had discussions and didn't mess around what else did you enjoy about it? (scratches head and SY fidgets in seat)

149. SY making it

150. 20m 30s

151. S ri...i.gh.t you're going to have to give me more answers than that one word isn't helping ok so discussions you didn't mess around you enjoyed making it (SY looks and nods) yeh ok (types up answers)making what?
152. SY Milkshake
153. S ok (sits back reads) had discussions and didn't mess around enjoyed making the milkshake ummm ok(silence) it says here the quality of the work. Do you think the quality of the milkshake was good because of it or would it have been good if you were messing around?
154. SY (looks at S) cos the quality of it, because the quality of it
155. S what do you mean? What do you mean cos the quality of it?
156. S I dunno (tense)
157. Are you understanding what needs to be done here with the plan do's and reviews?
158. SY Yeh
159. S yeh? Well you need to kind of....are you any good at typing
160. SY shakes head
161. S ok you're going to need to get into the typing thing you're going to need to(scratches head) I don't know how to help you on this one SY ...cos you're giving me such short answers I kind of refuse to write it until you give me something and I understand what you are saying (SY fidgeting looking at me then away at screen) cos I'm almost giving you the words and I'm not doing that...ok? (SY nods I read screen) so I had discussions and didn't mess around and I enjoyed making the milkshakeok what didn't go very well? Doing the milkshake going to Brighton and everything else you did?
- 162. 22m 30s**
163. SY Erm...(30 sec pause SY looks at floor)
164. S Is there anything you didn't enjoy about it?
165. SY no
166. S erm.....o..k...mmmm.....(looks at screen) what was your role in keeping things together?what do you think your place was in the whole group?
167. SY ermmmmmm
168. S do you know what that question means?
169. SY (shakes head looks at me)
170. S okerm in a group you would say that every person has a role you know that in a particular task there is a job that everyone has to do so here (points to

screen) it says are you the person who encourages people keeps people informed about what's going on?...

171. 24m

172. SY going round seeing if people are doing their job (looks at S)

173. S So you went round to see if everyone was doing their job? (types answer)

174. SY Yeh

175. S Ok what do you mean by that tell me some practical things that you did

176. SY Like when LE was on the computer I went to the computer to see if he was doing it

177. S (types) ok.....to see if he was doing it.....ok (sits back) what else (people in background talking) did you do give me another example of that(silence Sa looks at screen) were there any other times you helped out?

178. SY No

179. S no? what about when you were actually making the milkshake.....no? (SY shakes head) ok....how do you think you could work better in a team?

180. SY ermm longer discussions...

181. S ok....(gets up to turn chair to face SY more) what do you mean by longer discussions?..

182. SY five minutes more

183. S ok how will that achieve working better as a team?

184. 25m 30s

185. SY (looks around) ummm (looks at S possibly for queue?)

186. S what do you mean by that?

187. SY dunno

188. S Ok (laughs) so your working together you've got a job that need doing ok imagine you're climbing up a mountain or.....what sort of things do you like doing outside of school? (leans forward)

189. SY Playing football

190. S right so you've got this....you've got to play yunno ...who do you play for at the moment?

191. SY No-one

192. S Ok so a team comes over and says they want to play you alright...and they say they'll give you fifty quid each if you can beat them (SY looks at S and grins)

and chuckles both laugh) alright yeah...sounds good to me dunnit you've got your team you've got to get them working together to get that fifty quid each (both laugh) alright (S slaps his hand into his palm) how are you going to do it SY?

193. SY (face is much less tense and smiles) *make em doo good*
194. S How are you gonna make em do good?
195. SY Dunno (looks to S for queue)
196. S come on how would you do it?
197. SY Shout at them
198. **27m**
199. S shout at them right...what else..you are gonna shout at them if they're not doing good ..so if someone comes up to you and says I'll give you fifty quid if you can beat us in fact all of you fifty quid what are you going to do are you going to shout at them?
200. SY Yes (Smiles)
201. S What if I offer you fifty quid seriously? Alright so you're going to be quite strong with that aren't you alright?
202. SY (nods) mmm
203. S So what you are doing here (moves mouse to screen pointing cursor to 'role in a team' if you were told you've got fifty quid (points to screen) at the moment what you've told me here is you'd sit there really quietly and say oh by the way someone's said they'd give us fifty quid if we make a decent milkshake they'll give us fifty quid but right you wouldn't say it really loud no-one would hear you right? And then you'd actually say I'm gonna get my fifty quid and I'm not gonna tell you! That's what's coming across at the moment alright? But I don't think that's how it is I think it's that I'm not understanding what you're saying (leans forward to move cursor on screen) alright so how are you gonna make that better? How are you gonna get LE and JT to get that fifty quid at the end? (sits back and looks at SY)
204. SY (10 sec silence looks at S) Practice
205. S You're gonna practice ok ...how are you going to practice, you're gonna shout at them for a start....alright? So you're gonna shout at them ...you're gonna make yourself known yeah? How aelse are you going to do it?
206. SY Err
207. S You're going to practice for a start what are you going to do then?
208. SYteam work (wrings hands together)
209. S As in team work what do you mean by that?
210. SY *passing and that*

211. 28m 30s

212. S ok ...so going back to the football thing so you are going to practice first (SY smiles as this is mentioned) practice, practice, practice then you are going to pass and how are you going to know if you are up to scratch or not, if you any good to beat this team?

213. SY *what them practice*

214. S Aaaah ok ...so putting it back to this one (points to screen and 'role in a team' and 'making the team work') you can watch shakeaway make their own ok? then you're gonna go back and make yours alright? And the winner between the two ...if I said I'll give you fifty quid if you can do something better than shake-away you're gonna keep looking at theirs, looking at theirs, looking at theirs then practicing yours and practicing yoursso you need to do more practice ok? ...you need to do it over and over again ok.....

215. SY mmm

216. S ...ok...(moves chair to screen to type in comments) ok...right...(reads type) I need to talk more and be heard by the group yeah?

217. SY Yes

218. S (reads) ...and be heard by the group (looks at SY) would you say you need to shout at them?

219. SY (nods chin on hand leaning forward...looks bored)

220. S Yeah? (types) why's that? Why do you need to shout? (turns to SY)

221. SY *To make them work harder*

222. 30m

223. S (types) Yeah so you need to shout at them to make them work harder...(sits back to discuss) is that because they don't listen to you at the moment?

224. SY Yes

225. S Yeah (types) ok ...(sits back) ...and what was the other thing you said you need to do?you're gonna play this football teamyou've got to go and watch haven't you? Then what?

226. SY dunno

227. S Why have you gone to watch them?

228. SY *To see how good they are*

229. S ok so what would you do here again then? (points at screen)

230. SY *See how good they make the milk shake*

231. S Ok so what are you gonna do? (leans forward to type)

232. SY er..
233. S How many times are you gonna go back?
234. SY Loads
235. S ok (types)okthen once you've gone back and seen how good they were what would you do then?
236. SY er...looks away then back at S (looks like he is asking with his eyes)
237. S Once you've, you haven't ...(looks at SY) you're doing really well here ...once you've gone to k-away you come back and LE and JT are still messing around or still not got it up to scratch what are you going to do?
238. SY (looks at S) Tell you
239. S you're going to tell me ok (leans forward to type) why are you going to tell me? (looks to SY) there's no right answer here what I'm trying to do is help you learn more about this, it's about you thinking how can I get through this how can I do it better next time? Alright? I'm given a problem in the future how do I do it? Ok?
- 240. 32m**
241. S (Leans forward to read screen and type) why do you want to tell me?
242. SY To see if you can stop making them mess around
243. S (types) hang on....you just said here...(scrolls up) ...we had discussions and we didn't mess around...yeah...but you just said down the bottom that they did. Did they mess around or didn't they mess around?
244. SY JT did
245. S ok...(looks at screen) so it's you that didn't mess around
246. SY Me and LE
247. S Ehh?
248. SY Me and LE didn't mess around...
249. S ok (types) ok ...so what went badly then? (Looks at SY)
250. SY ..JT
251. S ok what was he doing then?
252. SY He just weren't listening ...(S types) ...and he didn't want to do it
253. S (sits back) Why do you think that was...do you think he understood what needed to be done?
254. SY (shrugs shoulders looks at S)

255. S mmm interesting did you ask him?
256. SY No
257. S Did you ask him why he was messing around?
258. SY No
259. S (Laughs) You've got fifty quid riding on a decent milkshake here maybe I should do that next time I'll give you a tenner for the best one. (Both laugh) Why didn't you ever ask him why he was messing around? (explore Do y.p think each has right to act there own selves?)
260. SY Dunno
261. S Are you frightened of him?
262. SY No
263. S It's not a problem if you are
264. SY No
265. S ok (Scrolls down screen) why did you just let it happen then?
266. SY (shrugs)
- 267. 34m**
268. S (types)....ok.....(as if ending comment) OK. I'm interested in actually (reads type) and..didn't...want ...to ...do ..it. So JT just wasn't listening and he didn't want to do it? (sits back) Do you know why you didn't say anything to him, is that what you are like you just go along and do it?
269. SY Yeh
270. S yeah....(types)ok...so you did try hard...alright...are you understanding a little bit about how to work in a team?
271. SY Yeh
272. S Yeh? Are you quite happy going along with it? (SY nods) so if you were in a job say you were running shakeaway and right you had JT and LE (Both Laugh) working behind in the shop and JT was messing around and broke three (holds three fingers up) in a day how would you feel about that?
273. SY (Grins broadly and looks at S) Fire him ...
274. S FIRE HIM YEAH (LAUGHING) ...so what do you think you need to do then? If you carry on as you are now and you are in a shop...ok..really quiet ...alright and you go along....would you go along with it?
275. SY No

276. S No...Yeh....so what would you do so if you were in charge of a shop like shakeaway and he was messing around you would fire him what else would you do?
277. SY make him pay for damage
278. S ok...(move forward to type)

Appendix 8

CoPE: PDR Discussion Transcript: 20th April 2007

Key student: KS, Observer Simon Edwards (S)

Context: Sitting at flat screen computer opposite youth wing office in hall in xl club session

Time period: 8.50am – 9.20am

Other people present: BT, Sue (staff), LY, SD, JT, Miss Smith (PD)

Blue text: Examples of Bernstein's restricted public code

Green text: Examples of Bernstein's elaborated public code

Atmosphere: Relaxed, but quiet at beginning of the session. The 10 male students are normally present but this week had gone to shop to buy drinks / food. KS had arrived at 8.45am to do some paperwork and say hello to the group prior to going on her work placement for unit 4 at Bridgeworth nursery. She was due to be there, about 5 mins walk, at 9.30am. I had suggested she get a couple of sheets of hand written work typed up as she was here. She readily agreed and started typing whilst I got the DVD camera and microphone. She showed no verbal / non-verbal signs that she did not want this observation.

1. S Right how are you doing, ok? KS carries on typing copying her work onto computer. I read the written paper to her
2. KS I can't read my writing
3. S Do you want me to read it through with you while you type?
4. KS Yes
5. S Yes, what have you got? What needs to be done (reading Do qn) then reads KS's reply – make sure things are clean when we are actually making stuff I would say – write that down.ok and ... I won't do the costs because I'm no good at maths...alright now that one there what needs to be done is to go back to that because you have got some stuff on the back (of the sheet) ..you've got make a poster, sell the product. Sell the drink to see what everyone says (KS stops typing to listen) decide what we want to make cost, ingredients, visit places, right make posters, sell the products, sell the drink and see what everyone thinks. Right before that you need to say "decide who I am working with."
6. KS You've already got that there look; Who will you be working with?

7. S Oh yes oh right ...(reads) then decide what type of product we are going to make needs to go before that one.
8. KS Yeah, but it says what is the shared task?...making milkshakes
9. S What type of milkshakes, what flavour? Ok so you need to decide what flavour you are going to make and then you need to visit a drinks shop as well. See you need to do it so that it makes sense to someone who doesn't have any idea what you are talking about. Right yeah ... So ... (KS types while I quote) decide what flavour drink to make ...in the group (LY, SD and JT walk in and KS looks up then back to the keyboard....Hi LY, Hi SD Hi JT ..Mind the camera. I'm filming this one (JT goes to the camera to look) No No No be careful . (To KS) Alright then you've got visit ...(To JT) leave it please, (To KS) ...visiting drinks shops to take photographs...(To JT and SD) ...If you want to play table tennis the stuff is in the erm
10. JT Can I play pool?
11. S No because I haven't got the key with me Justin unless you've got twenty pee
12. KS No don't (To LY who moves towards her work station)
13. S .. (Back to KS) That's it to get milkshake ideas...yep erm then discussed, THEN decide who was going to do what jobs
14. KS ...So I say what we will do...
15. S Yes..but after that one there ...ideas, it's then decided by who is going to do what jobs...(LY and SD walk past) Hi LY, Hi SD
16. LY Hi
17. SD Hi
18. KS carries on typing regardless of the boys walking past.
19. SD: I got up well late today
20. S Sorry
21. SD I got up well late today
22. S Did you? (Back to KS) ..when making the drinks ...ok
23. KS It looks like some writings gone down there (points to typo on screen)
24. S Oh I see right ok can you cut that one (points to screen type)
25. KS This one?
26. S Yep...No this one will do it (points again) decide the cost of the drink can you cut that one? (KS does) that's it ...(Turns to LY) Yes I'm filming this the same as during the half term yeah its ok
27. LY (points to dictatphone) is that a voice recorder?

28. S Yes

29. KS er

30. S Right ...right now you have got who is decides, who's gonna do what jobs when making the drinks. Ok instead of make a poster and sell the product you need to be doing come back and make our own drinks. This is the one you've got after that

31. KS *So I put come back...?*

32. S Yeah come back and make our own drinks ...ok now down here sell the drinks see what everyone thinks good. Get the ingredients and then visit other milkshake places and get more ideas. Ideas..Now then down here ...is work out the costs and the profits...ok and then make a poster. Next one.

33. KS *what the one underneath?*

34. S Yes ...ok to advertise...that's it you've got it. (reads) who will do it. Now who actually did these jobs? Who's going to do...decide would be all

35. KS Should I put 'all' there?

36. S yes ok and the next one down all and then all. Next one me. next one all next one who did the profits was it BT?

37. KS er yeah

38. S ok put BT in it then and then below that me and I think it was LR or something

39. KS *er no it was both if us me and CE*

40. LY Simon

41. S Yeah

42. SD (calls something over)

43. S Oh ok, are you tired after last night are you? ...(back to KS) by when, decide what you are going to do 16/2 ok next one ...is going to be 23/2 ..next one is going to be ...I don't know when it was..march wasn't it..Then I would have here...self (?????)

44. KS Where?

45. S I'll just check the dates..third one down...ok the next one...down two three

46. KS *The next one down?*

47. S Under that two three no two dot three

48. KS oh

49. S two slash three..that's it and after that is nine three ok erm drop another one errrm

50. JT, in the kitchen (Shouts in the back ground) Shall I do breakfast now Si?

51. S Ok (Turns to SD) We're doing it at half ten today breakfast
52. SD Oh (shouts to JT who shouts from the kitchen back)
53. S ok next one down work out the profits then it'll be twenty three three
54. JT shouts to SD HALF TEN
55. S twenty three three
56. KS Twenty three three
57. S That's it and date the end should be thirty, threethat's fine ok sop now how did you decide what jobs you were going to do? It says we worked together we work, how did you decide? We worked together to decide and discuss its.c.u.s.s
58. KS Is that right?
59. S Yep ...e.d
60. KS Discussed..
61. S ...it....and it says we..looked..at what we could all do then we changed the jobs as we wanted.chose..oh yeah decided yes that's fine...ok decided what...the jobs that we each wanted (reading from paper)
62. SD Are we starting yet? (sitting in main hall corner suite)
63. S it's not nine oclock yet we are just waiting for Sam to come in
64. JT I don't care I'm (????)
65. S (to KS) ok next one start date is 10/2 (background shouting between two students) finish date 30/3 (turns to students shouting) if you want ton get some hot chocolate you can ...LY you will have to go l the back room and get the hot chocolates now if you could do that for the lads ...mind the wires (as he walks past the projector and laptop)(I turn to KS) ok where will you work?
66. KS [We worked in the youthwing café](#)
67. S ok so we worked in the youth wing caféall right SD (SD walks up yawning) what's up?
68. SD I'm TIRED! (stretches)
69. S So's LY today (turns back to KS)youth wing café ...alright what health and safety rules will you need to follow?
70. KS [Tie your hair up](#)
71. S Yep you've got tie your hair back, wear and apron and hat, erm clean surfaces and hands before you work with food
72. JT What time is Sue in Si?

73. S (To JT) She's normally in at five past at the latest
74. SD FIVE GOOOLLLDDD RRRRIINNGGSS
75. S AND ...OK ... and follow the food and hygiene rules in the kitchen
76. SD (Sings) Five gold rinnnnggss
77. S ok wonderful (reads question on sheet) who will give you advice and support?...Simon and Sue(background boys playing table tennis..SD oi fuck off) ..ok the date is 16 of two er o seven sorry and your name there...excellent I'll throw that away well done (throws the paper version away) ok next one (reads from DO sheet) DO what tasks did you actually do? You've got 'I took photographs of erm of the shakeaway and the girls drinking their drinks ...of shakeaway ...(KS's mob goes off she answers
78. KS Hello I'm in school RY ...Hello ..I'm at school ...no I've got work experience
79. LY Is that RY?
80. KS allright bye
81. LY (Walks past and hears the phone call) Was that RY?
82. S It was (to KS) how is she?
83. KS yeah alright
84. S I haven't seen her for a while
85. KS Well she's not going back to Davisons no more she's refusing to go cos she wants to move back here
86. LY Why does she want to move back here?
87. S Hey she'll be back on junior leaders then
88. LY She might be
89. S Oh I see ok (turns back to KS) I took photographs of shakeaway when we went to visit it ...ok....so we could remember what they looked like when we got back at the youth wing ...
90. LY (walks over) You'll like this
91. S Ok erm that's it ..ok
92. LY' mobile phone plays a song he waves it around for Kelly and Simon to hear Simon carries on regardless as it plays.....
93.
94. S Although I couldn't actually make the smoothies because I was on holiday ...(Kelly types and says without looking up....)
95. K you can send that to me LY (To me) makes the ..(The music stops) WHY???

96. S The drinks and the smoothies er because I was on holiday.....
97. KS Si (Looks at me in the eye) you'll never guess what I done yesterday I'm training to be a motor-mechanic working in the all girls motor mechanics in Brighton on a Thursday
98. S Oh wow that's excellent
99. KS I changed a sump yesterday
100. S Well done
101. KS I was draining the oil out and I forgot to put a bucket underneath it and it went ...
102. S all over...
103. KS Everywhere
104. S No way
105. LY (passes 1 pence to me) Don't spend it all at once
106. S Thank you very much LY that's very kind of you
107. LY Can I ring SN she rang me at half six this morning?
108. S Who?
109. LY SN that blond girl
110. S Hickton
111. L yeah
112. S Well not really no I need to help CE here she's got work experience at half nine
113. KS KS
114. S KS I'm sorry(all laugh) I was just reading CE's name here (points to Do sheet)
115. KS she's in hospital
116. S I know she is I heard
117. LY interrupts please please please, clasps hands in prayer motion
118. S No LY I'm sorry I really need to help KS here,
119. LY I just...
120. S No you can't make personal calls on the works line

121. LY Mr B lets us
122. S I know he does he's so soft isn't he
123. KS Here are I've changed the old one to ...
124. S (to KS) I've got a motorcycle course coming up which you might enjoy which is mechanics as well
125. KS oh yes
126. S I think you'll like that if it is planned you can do it as part of your xl club stuff. Now (looks at written DO sheet) I couldn't actually make smoothies because I was on holiday but when I came back (looks at KS) what did you actually do with the smoothies? (looks at paper quotes) 'I helped when I got back'
127. KS I helped like put the ingredients in the thing
128. S ok (looks at computer screen) so I helped put the ingredients together and invent our own smoothie...and developed our own product (as KS types)...ok who were you working with
129. KS CE and BT
130. SD Si
131. S (ignores SD) ok just write the names down
132. LE Can I go over the shop pleaseplease
133. S Why?
134. LE I just want to get something to drink bad...
135. S right if you go over you come straight back ...
136. LE Si you can trust me
137. S Come straight back
138. KS (types and reads her words to herself)
139. NY Mines smaller (to LE)
140. LE Is that recording (points to DVD recorder)
141. S Yes
142. LE Why
143. S cos I'm just seeing how effective it is me sitting here talking like this and helping her do her work or is it more effective me letting them get on with it and do it themselves

144. NY (interrupts) I dunno you might be concentrating on that see
145. S that's very true
146. BT walks in
147. LE (on the way out) Where's CE and LR?
148. KS (To the boys who have gathered around) CE's in hospital
149. Boys walk off
150. KS I've got to be at my placement at half nine
151. S (To the boys) LR's still in bed I suppose
152. KS (says something to me but background about LR meeting her at the placement so she isn't coming in first though)
153. KS: No LR and me are in the nursery (work placement today)
154. S (looks back at the computer sheet) I worked on a food handling course so to make sure I could work with food safelyor I completed ..yeah (as KS types) a food handling course for twelve weeks
155. KS (Looks at screen type then addresses qn to me) at top ...yeah
156. Woman walks in (Miss Smith (PD) - wk placement teacher)
157. S hiya
158. PD Sorry to interrupt you (walks up to computer stn with S & KS working)
159. S Are you filling in the insurance forms?
160. PD No I haven't I haven't been asked to yettell me whenever you want me to do things you just...
161. S o..ok..yes that's fine
162. PD Put a note in my pigeon hole.....say please though because I get so pissed off with people who just say do it!
163. S Yeah I know I understand
164. PD I mean just a little bit of politeness ...
165. S absolutely..
166. PD It's only teachers who give me this grief
167. S Yeah I know I got shouted at the other day by a teacher in a classroom in front of all the kids can you believe it?
168. PD YES
169. S Laughs

170. PD Sadly
171. S Gobsmacked
172. KS (To PD) It was well good yesterday
173. PD Oh wonderful
174. KS I changed a oil thing on a car
175. PD Your teacher said I have made her all dirty but I said I noticed how beautiful her nails were in the morning did you have to
176. KS They were
177. PD O God yes I see what you mean
178. KS yeah its alright
179. S Was that changing the sump
180. KS Yeah I changed this sump thingy it was really good
181. PD So you're going to go back then?
182. KS yeah
183. PD Good that's that sorted
184. KS Yes
185. PD And what I'll do because you are not going to go for the work experience week
186. KS No I'm not
187. PD Er I'll ask her because she's got Anna there that week I'll ask her when she has got a whole week sorted
188. KS yes (STOPS TYPING)
189. PD Brilliant I think she was very happy with you erm...is CE around?
190. S & KS together No she's in hospital
191. S She went in on Tuesday, she was really ill Tuesday and...
192. PD What's wrong?
193. S She has tonsilitus
194. KS They thought she had tonsilitus but it's gone up to something worse called Quins or something

195. PD Oh quinsy
196. KS All the back of her throat was shut up and everything
197. PD Oh no poor soul
198. S It's really bad actually she was quite ill on Tuesday
199. KS *So she's not going to be in for a while*
200. PD Erm when she comes in Simon can you talk to her about her work experience I can't get her...she wants to go somewhere quite unrealistic and I've got her a lovely little place which she might like which is ..she won't ..it's too old fashioned for her
201. S ok
202. PD Giver her a call it's better for her to do somewhere than to do nothing
203. S Do you do all the insurance forms for work experience
204. PD Yes I do the work experience things
205. S When you do ...PD?..
206. PD Yes ...Oh I'm so sorry ...
207. S Yes I've never actually spoken to you before
208. PD (Referring to my daughter JS) JS's form came through this week did you see it?
209. S What's that?
210. PD Her assessment form for when she went on work experience
211. S No I haven't seen that
212. PD Excellent, excellent, excellent, excellent, excellent (acts out reading a list) ...confidence ..bit of a dip
213. S yep
214. PD excellent, excellent, excellent
215. S Wonderful
216. PD I have photocopied it and I have given it back to her and she can bring it home it is just what she needs and it is the typical Boundstone profile
217. S Yeah
218. PD Excellent kids with low confidence
219. LY You going to get it free for me then miss
220. PD I'm sorry?

221. LY work experience ...
222. S Can I just say we've got DS, NY we've got CE KS
223. PD Yes
224. S We've got BT and erm LY all doing work experience today they should have all come to you to get forms
225. PD None of them has which is needless to say because they are an absolute shower aren't you LY (looks at him)
226. LY to Simon You didn't tell us
227. S I wrote to you, sent a letter home to you and I said you need to see Miss PD
228. PD You've got to leave haven't you?
229. LY Mr B said ...
230. S You've known all week about it
231. PD I can't get them done today so either you'll have to go out illegally like illegal immigrants
232. S Exactly
233. SD Mr B sorted mine out
234. S I know Mr B did he's been rushing around after everyone. He's been superb
235. PD No KS is very pro-active
236. S yes she is, BT here she should have come to see you yesterday
237. PD BT is just so dreamy. Where is she going to
238. S She is going to Bridgeworth nursery
239. PD Says at the same time 'Bridgeworth nursery'. She has got a whole week with them in July. Basically what I need, all I need from them
240. KS to IP who has come in to say hi 'Can I have a look at that?
241. PD ...is a list
242. At this point the recording is cut off as the work on the Plan and Do sheets were completed. KS printed it off a few minutes later and departed for the work placement. PD left at the same time 9.15am and the club resumed as Sue had turned up at 9.05am and the session was awaiting to start with me.

Appendix 9

CoPE PDR: joint discussion**Friday 20th April 2007****SY and LE**

Context: L & S have just been engaged in a discussion with Sue and me with the rest of the group in the corner suite of the youth wing. The discussion has focused on the boys disappearing during my helping KS at the beginning of the session. All the boys wanted a drink but, as breakfast is now decided to be at 10.30am, they walked over to the local petrol station to get some drinks. Although I had said they could go they had taken half an hour. On their return I had asked them to sit down and explain why they took so long. The group had said they were hungry and, as breakfast was not available until later now, they had just gone over the road.

However, this was not an acceptable explanation to me so I asked if the incident with DB (see intervention field notes 19th April) had any effect on their attitude this morning. The group were quiet and many averted eye contact with me. I invited them to be honest and explained once more that I was conducting a three month trial on the CoPE and still developing our approach to helping them understand it. I also reminded them that they had agreed I could push them in terms of setting clearly defined learning aims each session and being firm with them to keep them focused.

This would help push them towards the desired grade B. Each said they understood that but it was hard for them and they are not enjoying the sessions as much now. I stated Sue and I had agreed to push those who still wanted it but for those who were struggling to enjoy the sessions to such an extent they were disengaging all academic learning we would keep them at this level. This would help them feel comfortable with their progress and would develop in their own pace. All agreed to this and there was a noticeable relaxing by the boys in particular. The one girl present, BS, said she wanted to continue at the higher level and being pushed. Hence I presented the progress chart on the projector screen for all to see and pointed out that all were on target to get a grade E or B GCSE. In other words the required quantity of work was being done to different qualities. However this was representative of what Sue and I felt was each person's current ability. We had found their limits within our teaching approach. I also explained that our relationships need developing and they needed a social so I have booked Friday 27th on golfing range and the following Friday at an army assault course.

From this point all the group said they wanted to get on with their practical work or do their paper work on the computers. Hence SY and LE had spent the morning doing their personal journey work in their folders. Now they wanted to finish their Do and Review sheets for improving own Learning (in this case about how much they have changed since they were children). I had set up the dvd camera to record but had erased the content accidentally previously. The initial 10 minutes were recorded but the camera stopped working at that point. My approach was to discuss the work but at a level they were comfortable with (grade E) and not ask too many questions which they struggle to answer at grade B. Sat in between the two computer stations where LE and SY were sitting

Time: 12.55pm – 1.20pm

Other people present: No-one in immediate area other than various xl club members walking past whilst they did their own work.

Atmosphere: Calm, motivated and some students returning from work experience. Near end of session so I was surprised Lewis and Sam wanted to get the work done this late in the morning.

Blue text: Examples of Bernstein's restricted public code

Green text: Examples of Bernstein's elaborated public code

1. S (to the camera) Ok alright it's five to one on twentieth of April(to LE and Sam) wave to the camera...haha...ok you need to get your do and review for your personal journey
2. LE Is it this one ? (I assume he means which heading is it under?)
3. S iol it is...(looking at his screen) ...move upand a bit morethat one there ...bring it up yeah ...(music in background on someone's phone) ok so you've got a plan that's the one no ...CoPE iol that one
4. (LE scratches the table whilst waiting)
5. S That's it you've done the plan you need to do a review now ...Ok now you've done your personal journeys shall we do one piece of paper ...yeah one piece of paper
6. LE Yea but I've got a headache? (sounds worried eye contact with me, leans back in his chair and puts his hands over the back of his head)
7. S yeah that's alright (comforting tone) ok you've done really well today (eye contact back to L and sounds reassuring) Don't forget next week you're going golfing and the week after we're doing the army assault course so it be quality (meaning wicked, a good thing) but what is really important is that I don't want you to be having to come back to this it's a right pain
8. LE I don't care ...
9. S...ok now...can you just go through to your plans and tell me what you planned to do ...what did you plan to do SY?
10. SY (Quietly) To learn a bit more about myself and what I was like as a baby and see how much I have changed now (looks from screen to S)
11. S right ok and you were going (reading SY's screen) to collect information about yourself over the last fourteen years ... then arrange all your findings in different stages so that you can see the difference about the different stages of your life ..and how much you have changed (turns to L) ...LE? (reads his screen) you were going to show people in the xl club about you when you were a little kid and you want to learn what you were like as a little kid and what you are like now ...you want to see what good people....what good things people see in you ...ok?
12. LE yes

13. S Right now you've gone through all of that all you need to do is your DO...go down to the do ...now how did you learn? When you followed your action plan how did you learn about yourself best? How did you learn best?
14. SY (looks at options on the screen) Pictures, diagrams ...
15. S click which you think is the right one
16. LE ...Pictures and diagrams ... (both click in square)
17. S ok ..anything else?whichever ones you think
18. LE I know actually I think videos(clicks in)
19. S ok? now describe what things you learnt you've just written it up there SY haven't you (points to SY's screen)
20. SY mm
21. S you've just written on that piece of paper what you learnt yeah? Could you describe and write those in that first box...(Turns to LE) LE what did you learn about yourself?
22. LY What do you mean?
23. S Well on your personal journey what did you learn about yourself?
24. LE *That I grew up!*
25. S That you've grown up ...in what way? (Turns to JT who has taken a pool queue) JT put that in the office please
26. LE *Be more sensible and not be a crazy little kid*
27. S ok right that down there (points to box on screen)
28. LE (typesersensible..... kid) slow typing – one finger and many spelling mistakes)
- 29. Time lapsed: 2 min 30 secs**
30. S Excuse me a second(walks to JT who is playing with a pool ball on the pool table) JT can you give me that ball please)
31. LE (excitedly whilst typing) ...yeah yeah yeah yerrr
32. S (whilst SY is not present to LE) can you make funny faces? Go on move your head
33. LE ...(whilst typing) ...whoop whoop whoooooop
34. S (walks back says to JT) ...can you go to SY and she will help you through with some stuff ok
35. LE (To JT) *I told you you would do this JT*

36. Time lapsed: 3 min 50 secs

37. S (sits down) ok (reads SY's screen) ... I've learnt that I like football and how to make milk shake....(Looks at LE' screen) ... ok LE ...I learnt how to behave as an adult rather than be a silly little boy.

38. S Ok how much have you learnt in terms of how much you have changed? ...(no response) How much have you changed?

39. LE (Looks confused)

40. S I mean lots of things have changed in your physical stature haven't they?
...you've grown a lot

41. LE yes

42. S Yeah?

43. LE Yes

44. S Did you used to be more serious and you're more funny now? It depends what you put in your personal journey book

45. LE I used to be like naughty and things like that

46. S mm...ok

47. LE (spells out loud as he types) I..used...toooooh

48. S..(looks at screen as he types) ...ok

49. LE (throws hands up in the air) I can't do it!

50. S (Looks at screen) ... just click on there (points)

51. LE Yeah it always goes wrong

52. S That's it there and there (points) ok?

53. LE (To me) I've learnt not to be stupid and like that ...

54. S ok (looks at screen – implying LE types) ...I've found out that I learnt not to be so stupid all the time (LE types and SY looks to JT who walks past with a key to the stock cupboard) ...JT give me the key please now (JT ignores SY) ...JT give me the key please now it's annoying everyone will you go and see Sue (Staff) please and she'll help you through ok? Now

55. JT I've done my work

56. SY You haven't done all of it though JT.

57. S (Turns back to LE screen and reads) I've found out that I learnt not to be so stupid and I'm not a silly little boy and am not as ...

58. SY The camera's turned off

59. S Silly as I used to be....sorry (turns to SY)

60. SY The lights off ..the camera went off

61. S Oh right ...(looks then investigates controls of camera)

62. Time lapsed: 5 mins 30 secs

63. SY I shouldn't have said that (to L)LE keeps typing as SY stops to look at him

64. LE whistles.....Wohh

65. SY He's still got that ...still got the tape recorder

66. LE whistles into sound recorder ...pikeys!

67. SY Pee head (into sound recorder)

68. LE (into recorder) ...crack hole

69. SY (chuckles then very quickly garbles something into the mic, as though he is afraid I will turn up and see)

70. LE Schizer....(into mic)

71. SY (into mic) ..cock on toast ...crack hole ...

72. LE Mum's minge ...(Laughs) ...Sam your mums minge

73. SY I love you ...still here...(into mic) put you hands up for ...your mummy's titty ...both laugh ...that's a good one (to LE)

74. LE – Shouts into Mic...Up for Brighton!....d.d.d.d.d.d.der dum whistles into mic ...put you hands up

75. No typing both start to look around the youth wing and talk to other students

76. Time lapsed: 7 mins 57 secs

77. S (returns and sits down) Ok forget the filming

78. LE (Throws hands in the air) YES!

79. S alright, ALRIGHT

80. SY says something about weird noises on the microphone

81. S is there? From who?

82. SY, LE

83. S hahahaha right (looks at LE's screen and reads) ...and learnt to behave as an adult and not to be a silly little boy and found out that I should not be silly and to be a sensible adult

84. LE That's acting like silly

85. S Yeah...its' gonna...I found out that ..I have..I am not as silly
86. LE oh sorry (as he types) can you type?
87. S Yeah do you want me to type and you tell me? ok?
88. LE Yes (shouts into mic) OK!
89. S haha .. (into mic) YES OK! There's no camera
90. LE whoop!
91. S Right ok right I've found out (reads LE's screen) that I (I type) ...am..not..
92. LE ..a..
93. S Such a ..silly..person...but..am ..more..sens..ible..now..(stops typing) ok SY what have you got? (Looks to SY's screen then SY) Tell me what have you got?
94. SY I have learnt that I like football and that I can work in a team I learnt how to play golf at Rustington golfing range I learnt team work and working with others (non stop reading no breaths..stops and looks at me in eyes)
95. S I learnt team work and working with others (looks at screen)when did you learn that? (looks at SY)
96. SY When I done team games and stuff
97. S Ok so you need to write down that recently (SY starts typing) erm it was recently that I learnt how to do golfing and recently I learnt about team work ok?
98. S (types)
99. LY (walks back into the youth wing after returning from his work experience placement at Willows first school ...loudly announces his return) ..HELLO
100. S Hello LY
101. LY Hello I'm back ...
102. LE Shush it's on a recording!
103. S no it's alright
104. Lots of noise as SD and LY spill out their experiences to me and it appears anyone in the room. Eye contact to me though
105. S you alright (LE and SY both talk to SD about his experiences)
106. NY returns after his work experience as well and walk straight to me and I acknowledge them)
107. S you alright? (To NY)

108. NY Yeah I said to the man that all the time I am here I could be spending three hours at the youth wing and catching up with my work. Like he was fine. He goes (I assume he means DS) I don't mean to be rude but we don't think this is for us. He goes it's alright ..he goes like if your works more important then you need to go and do the work I go yeah
109. S Ok could you and DS
110. NY DS at the mobile garage I left him
111. S ok could you and DS...
112. NY He'll be here in a minute
113. S could you write up a bit about that conversation ...
114. LE (into mic) bugger ...crack hole...
115. S can you do that?
116. NY Yes
117. S can you do that now while it's fresh in your mind?
118. LE Buger ... hahaha
119. NY DS will be here in a minute
120. SY (mutters something to LE)
121. LE you're the one who licks crack hole
122. S (talks to NY)
123. LE it's recording right and he's just gone in there ..(to SY) I wouldn't touch it
124. S (into mic) we're on ten minutes and forty two seconds
125. LE (louder into mic) crack hole ...NY's a crack hole
- 126. Time lapsed: 10 mins 50 secs**
127. S ok right come on then boys ...(looks at LE's screen) but I've learnt how to behave as an adult and not always be a silly little boy ..I'm not such a silly person but I'm more sensible now
128. LE ...(looks at SY and jokes about something)
129. S (Trying to regain LE's attention) What else did you learn LE about yourself
130. LE..about cheese and ...
131. Boys are noisy in the back ground and LE and SY look across

132. LE ...(looks at SY) that I was quite a nice boy that I was good and ...I'm not a bully (says confidently)
133. S (types)
134. LE looks over to NY who is messing around with JT and LY ...He's got (?? Could pick up on mic) all over his face ...jokes into mic
135. S yeah
136. BT (To me) Where's KS and LR?
137. S They won't be back they're probably going straight home after work experience ...(Looks to SY) ok SY looking through your folder and your personal journey how much do you think...what have you learnt about yourself going through it?
138. SY er...
139. LE...He licks cheese
140. SY ...Don't know
141. S Well SY you need to write down what you think you've learnt about yourself ...
142. SY ...erm...
143. S (Looks at the clock) Do you think it's too late in the day to do this?
144. SY ...Yes
145. S You're kind of not even thinking about anything I'll leave it
146. SY ok
147. L (Shouts to his friends across the room) HOLD ON !
148. S ok lock out of it SY ... that's it ...We'll come back to it another time when it's earlier on
149. END
150. LE returned to talk to me on Wednesday 25th April to spend ½ hour completing the Do sheet. He required little guidance and for summary see journal notes on intervention.

Appendix 10

Semi Structured Interview Guide - July 2007

Questions checking reliability of Findings stage 1:

Focus: How do the students understand the context of the youth wing and my role, in relation to supporting 'being comfortable for who they are?'

1. How did you feel when you started CoPE when you were told you may be able to attain a possible grade B?
2. How did you feel after three months about whether you were able to achieve the above?
3. What did you find most difficult about trying to get to that level of work when doing the PDR's?
4. How did you feel when you were completing them in 1) January 2) March 3) June?
5. What do you think my role is in the CoPE sessions?
6. Has it been helpful doing quite long discussions with me to help you understand the PDR's and the concepts for the key skills ie teamwork, improving your own learning?
7. If so how has it been helpful?
8. What do you think you have learnt since you started the CoPE group?
9. Do you think this course will help you get a job or go to FE?
10. If so how will it help you in your view?
11. It seems there are lots of things going on when you all turn up each session. For example different friendship groups talking, discussions about stuff outside school etc.. Why do you talk about these things in the session?
12. Why are they so important to you?
13. How does the CoPE session support this?
14. It seems you use different types of language when talking to friends than with others you don't know so well in the group (Give examples). Why is this and can you explain how you think you talk to your friends and those who aren't your friends?

Appendix 11

Focus Group Discussion Guide

Aim: Exploring the language used within communication media used by young people, which help build new or maintain existing relationships with peers and friends

Young people's names:

Time:

Date:

Venue:

Starter

- Sit in a circle around an A3 sheet of paper or a white board and discuss different media the young people use to build and maintain relationship in and out of school.
- Explore the media used and write these down then, using a spider graph, discuss the context in which they are use.
- If appropriate take one scenario in the young people's social practice and explore this in detail
- From this point discuss language used through them in relation to the behaviour distinctions identified in stage one of this research.
- Map the linguistic dimensions within each media and, if appropriate, within the behaviours.
- Include the following: Emoticons, text slang, type face, use of capitals / lower case, verbal distinctions / tones of voice, body language / giving evils, smiling, phrases used

Appendix 12

Interview – Female Students; Linguistic Dimensions

Date: Friday 23rd November 2007

Time 1 – 1.30pm

Context: School day during period 4, Boundstone youth wing t.v lounge. Two girls had stopped by to see the researcher during his year ten CoPE group session. As the session was to end early after finishing a climbing activity at a local indoor climbing wall the researcher took time to talk to the girls. JS, who is his year eleven daughter and also completes the CoPE course at home whilst attending work experience placements for much of her year eleven school week, had experienced an incident with some of her friends previously and wanted to discuss this. School staff were aware of this and the other girl was her friend who had accompanied her in case she had a diabetic hypo due to the stress of the incident. The three other girls, BT, CE and LR have already engaged many conversations relating to the research and had turned up to the youth wing instead of attending a free study period at school. Two of whom, BT and CE are regular members of the year eleven CoPE group.

Ethical issues: The students were all invited to join the researcher in the interview after explanation as to why they were being interviewed and who would read the content. The researcher explained that the research was a part of an ongoing exploration into young people's culture and language and had been started in response to the many requests for the researcher to help resolve classroom conflict with teaching staff and students at BCC. The findings could and are helping the researcher present a coherent student voice to the school teaching staff in the light of this research. This would also help him adapt his own practice and CoPE teaching approach such that the content and learning experiences presented can be made relevant to the students' lives and future family and work aspirations. Four of the students agreed this was ok and that audio recording was fine as long as their names were not revealed in the transcript or final thesis. The other student didn't respond but sat out of the discussion until later when she joined in. After explaining the aims of this interview which is to explore language used in various media engaged building and maintaining relationships LR and BT started to write an msn conversation to explain.

Some of the script has been highlighted in order to illuminate Bernstein's **formal**, **restricted public** and **elaborated public** codes used by students within digital contexts.

1. S ok it is one o'clockright what we're going to look at ...ok girls lets do one thing at a time (girls started immediately writing an msn conversation script) sit in a circle round the sheet of paper (reads from his notes) and discuss the different media young people use to build and maintain relationships in and out of school. So what you are going to look, one particular one...what are you doing at the moment?
2. BT This is on msn (shows script being written)

3. S ok we're doing msn and they are just writing it on a sheet now ...so they are writing a conversation and is this what...how you would open up a conversation? Could you shut the door please (JS) ? ok ...(girls write).. and when would you go onto msn is it straight after school?
4. LR er about four
5. S about four
6. LR Depends on what we're doing
7. BT depends what we're doing
8. LR Depends what we're doing it would be about four
9. S ok and while you've got this msn on what other means of communication would you have going at the same time?
10. LR bebo
11. S Bebo
12. BT Music
13. S Music
14. BT That's it
15. S what about your mobile phones?
16. LR yeh
17. S would you text at the same time?
18. BT Yeh if I get a text come through then yeh
19. S right ...so why would you have bebo at the same time?
20. LR so you can see them
21. S so you can what
22. BT You just do!
23. LR You just like look at other people's pages
24. S is that because you've got more people there
25. LR Yeh
26. S so you just want to be part of the whole big crowd ...
27. JS Nn

28. BT I can't explain bebo you just get it
29. JS You can play music on there so you just listen to music
30. S right
31. JS Upload pictures ...yeh
32. S right
33. JS write comments
34. S about other people and to other people
35. JS No to other people like hi you ok I'm JS
36. LR Like people who aren't on line cos you don't have everyone's msn addy or not everyone's online so you just like write comments or whatever
37. S right
38. LR and then its something to do really
39. S So....
40. LR cos on msn you're just waiting to talk to somebody or waiting for somebody to talk to you but bebo you can leave a message
41. JS jokes with BT
42. S so if you weren't on msn would you go out and meet all your mates? Or is this a substitute for meeting or is it something you do as well as?
43. BT As well as
44. S right .. and how long do you normally spend on it
45. LR what a day?
46. S yes
47. LR erm a few hours
48. S right so how long would you spend BT?
49. BT about two hours before I go out and two hours when I get in
50. S right and JS?
51. JS erm about the same
52. S about the same ...E? (to quieter girls who has made a comment to JS)
53. LR sometimes I'll do course work on the computer as well though

54. S are there many boys on there?
55. ALL Yeh
56. S There are?
57. JS I had thirty two boys on mine yesterday and there was about twelve girls on there
58. LR I talk to boys more on msn
59. BT Yeh so do I
60. S Is it a good way of kind of getting to know how to talk to boys?
61. All er....hahaha
62. S so it's not all chatting them up?
63. LR no it's just like talking to them not like chatting them up it's alright if you know them but ...cos I've got loads of boys addy's that I don't even know and I think I don't know how I got that addy
64. S ok
65. LR they just got there (stop writing their msn script on paper, attached) that's it
66. S Is that it then?(reads it) Ok do you use that erm...oh you've got those little face things on there as well ...(reads) but you wouldn't say any of this if you were meeting up would you...you wouldn't say yeah how R U m8 ...yeah not bad thanks ...
67. LR Only if you was arranging something
68. S (reads script) so what does KL mean?
69. All Cool!
70. S oh right (reads) there...probs goin outage ...outage what's that then?
71. BT outage ...all laugh...
72. LR everyone says outage....like lovage...byage...
73. S really so you are inventing new words
74. BT Cuntage ...
75. JS BT you're being taped!
76. S is it aare they words that all the teenagers across Lancing and all bebo people use is it like a national
77. LR yeh yeh lovage is like the main one ...see you soonage

78. S so it sounds like it's a really friendly thing you say that because its kind of lovey dovey and you're friends but you wouldn't necessarily say it to someone who you just met on the street so if you went out on Friday night
79. LR Well yeh you would like it's not all like that....
80. BT Yeh ...
81. JS what you wouldn't say that on a Friday night
82. BT No but I say lovage as being friendly yeah to my boy..mates and some of my girl friends
83. JS Oh I say it randomly
84. BT you say it to your ...if its to someone your close to I Say love you
85. S right
86. BT I say love you to IP, love you to CE love you to
87. LR Ahem...(looks at BT)
88. BT and LR
89. S Right ...and LR
90. BT and others
91. S right oh I see so you've got (reads script) alright now cu in a bit lovage you
92. BT Loverrrrge you
93. S right when you say that when you print it it doesn't have the same effect as when you actually say it now you've just said (to BT) it in a kind of
94. BT (repeats the word and tone)
95. LR Yeh well you wouldn't go up to someone in the street and say I lovage you would you
96. BT Yeh well no but CE would know what I was on about cos I would say (with tone) LOVERRRRGE you
97. S right so that's how its coming across so when you do that you've got three kisses (looks at script) you've got the little face as well. What you are doing here is instead of the emotions you feel when you say it you're doing them in the little emoticons instead. Is that right?
98. All chatter about msn
99. S Do boys do the same? Do they put emoticons in and everything so you understand...

100. LR Yeh some do(all talk about it LR acts as spokes person) let me get the point across, say if you like are annoyed with somebody but then you are not too annoyed with them to not be their friend ...you know like every things still alright its like that I guess
101. S So what are the main emoticons that you would use?
102. LR Big smiley face
103. S Big smiley face ...could you draw them...big smiley face yeh what else
104. BT Tongue face
105. LR Yeh
106. S tongue face what's that one for
107. BT Do the wink one as well LR (LR draws it)
108. S Tongue face what's that for?
109. JS It's...I don't know really
110. S Why would you use a tongue one rather than a smiley one?
111. All togetherlike I'm only joking around with them ...yeh
112. S Right
113. JS / BT like you're sticking your tongue out at them like (LR sticks her tongue out) JS copies and says ner ner
114. LR it's about how you feel that's why they're called emoticons
115. S Oh right so it's like a rude but funny thing..so would you ever use any negative ones?
116. BT...LR...JS look at each other ...
117. LR yeh like angry face
118. S angry face
119. BT Sad one
120. S why would you use angry face
121. BT Like I'm pissed off
122. S So pissed off is about how you feel
123. JS Angry face is like ...then there's a cry one
124. S So the angry ones, the upset ones and the crying ones are about how the person writing it feels not necessarily how you feel towards the other person

125. JS Yes ..like Hiiiiii...then you'r gonna let them know how you feel
126. LR Yeh like if they ask how you feel and it's like not good then sad face
127. JS If it's good then do a smiley face
128. S Right erm.....what about whether you use capitals or lower case is it all done in lower caase
129. BT Capitals if you are like shouting
130. S capitals if you are shouting
131. JS yeh that's what I do
132. S and do you often shout?
133. LR Yeh no not always like that it's like making it bold
134. JS It's like HELLLLLOOOO....IT'S YOUUU hahaha (all laugh)
135. BT ALRIGHT MATE!
136. All laugh
137. S Do people do that if they don't know you are there different codes for people that know you and people that don't?
138. JS Yes you go like hi who's this?
139. BT and like hey I got your number off someone who's this? ...I'm like my name's BT
140. ?
141. S So msn basically and bebo, its about pictures and its about a profile of the person yeh like msn is about continuing a conversation
142. BT Yeh and like bebo you find about how old are they
143. JS Yeh cos it says it on there
144. S So in RE I've been talking about the idea of our whole identity being a story yeh? A story so the things we carry around with us and symbols we carry around represent moments in time when we are with a person so if someone gave you a ring it represents, yes it represent the person and the relationship you had with them but you also remember very clearly the moment in time that it represents by a photo or something
145. LR Yeh like a song innit
146. S Oh yeh so music is a good way of remembering moments in time
147. BT Mmmm

148. LR Yeh, (all talk) I always have a song playing
149. S So ok for BT yeh so if your life is like a story
150. LR (to BT as she looks unsure of the point) If you and Mike were out yeh so you heard a song yeh and you did something you wouldn't forget then you listened to a song like a week later you'd think of it wouldn't you
151. BT yeh
152. JS So say you had a romantic song playing...
153. LR Like and if you hear that romantic song a week later you'd think back to it
154. BT Yeh
155. S yeh so it reminds you of a certain time
156. JS Or a certain person like ..I love this song ..
157. S but within those certain moments its not just the music sometimes you have a scene so you have a different communication going on in that scene think of a scene in a kind film you'd have the music you'd have a visual which is your bebo you"" have your spoken bit which is your msn would you agree with that
158. All yeh
159. S It's different ways of keeping that scene happening ...
160. All yeh
161. (Dictaphone stops and researcher notices, resumes conversation on new setting on the Dictaphone – summarising in case information has been missed out)
162. S ...It's 22nd November and starting again after time ran out on last recording...so ...hang on a minute girls (all chatting) ...so you've got bebo msn and music and it all represents a different part of a scene in your life yeh that's kind of what you're saying yeh so you remember a person by a piece of music and so sometimes if you're chatting you'll go onto bebo to check the picture as well?
163. LR Yeh
164. S Yeh? So then we came to the point of saying actually when you're not at home doing that and you can't access any of them what is the main other thing you use?
165. LR / BT Text
166. S Text.
167. LR I text so much
168. EE I did five hundred texts in three days
169. S Five hundred in three days!

170. JS I know I've been ringing you bit I had five pounds today and I've got one eighty left haha
171. S So you see all the people you see in the classroom you see them around school and that
172. JS It's not just people from school its out of school...
173. LR Its just like everyone
174. S So your keeping...
175. BT Cos we hang around with older people with our group like boys sort of seventeen and eighteen year olds
176. S Yeh yeh,
177. BT ...and they're obviously not in school
178. LR and twenty five
179. BT No we don't ...LR maybe you do but I don't!
180. S so you're keeping that story going, that life story going and with someone who's not kind of here you're keeping it going through texting while you're
181. LR Yeh but say like sometimes right if I'm going out with the girls in tutor I'll just text them out of boredom
182. S Yeh
183. All talk about texting in lessons out of boredom
184. LR Say if lying at home in bed I'm like I may as well text everyone
185. S So is it texting out of boredom as in you need to keep it moving? In other words if you're keeping these relationships going what is boredom anyway?
186. BT When you get bored you've got nothing to do
187. S So you keep it going, you keep the flow going ...
188. JS It's boring when you just sit in and ..watching telly
189. BT Well when I'm bored I get really frustrated and angry cos I'm normally out doing something
190. JS So do I
191. S It sounds to me that boredom is when you're not in relationships with other people and you're sitting there alone
192. All Yeh, BT pretty much yeh

193. S So its like I've got to get into this flow again to keep it going ...
194. JS Like if I'm out with mum or something I'm not bored cos I'm out boring is just sitting in watching telly doing nothing
195. S So nothing is being part of something not moving it creates boredom
196. JS Yeh
197. BT It's like if you're not allowed out or something
198. S So if we were doing texting how would a text conversation go?
199. LR *If it's like a first text you just go like Hi where are you or whatever.*
200. BT *Where are you in Lancing?*
201. S right so that seems to be a much more kind of formal kind of chat why's that
202. LR No cos it could be the same as msn
203. JS Yeh
204. EE It's cut down more
205. S What on text?
206. BT Yeh
207. S Why's that cos it's just quicker to do?
208. BT Yeh
209. S So what is the extent of language you would use on text differently to what you would use on msn
210. BT *You use numbers more on text don't you (to girls)*
211. S *Right*
212. BT *Like tonight you put and actual two then night*
213. S *right*
214. JS *and night you don't put n.i.g.h.t. you put n.i.t.e*
215. BT *Night it n.y.t it's even shorter*
216. S *so would you like say there is a social language that you use? So you wouldn't necessarily talk about family unless it was something you needed your friends to help you with*
217. LR *Not over text so much*
218. JS *on msn*

219. BT If I needed to talk about something I'd text or msn them to say can I meet you please I need to talk to you or something
220. S Right what is different to meet to talk about something?
221. JS I would meet like
222. LR If it is something really important like if something really bad happened to BT yeh I'd ask her if we could meet to give like support and ...innit
223. S So its something like...something more supportive about being physical
224. BT Yeh like we'll all hug each other when we're upset and shit like that don't we?
225. LR Yeh
226. S So ok let's move away from the actual language itself and move to body language I mean on msn and texting you can't say..it's very restrictive on text so its more about informative we're gonna meet up here or there and talk about what we will do and where we're going to meet
227. LR It's like something really simple
228. S on msn and bebo it's much more about
229. LR You just write loads of stuff
230. S Yeh loads of stuff chatting, you use emoticons it's a random thing that just happens and it can act as a moment in time with music and stuff but when you are actually with someone there's something a lot more...
231. JS It's funner ..when you're actually with them cos you can just...I don't know it's just more fun
232. S ok but if you're in a situation like on msn you just said you would talk to someone about a problem on msn but not on text but you would ask to meet to actually experience
233. LR Like it depends what the problem was if its like something really silly ...
234. S Yeh but like if you want to talk to someone about a family thing that was going on
235. LR ...Like BT I've broken a nail you've got to meet me haha
236. S but like if I'd broken up with someone
237. LR yeh but if its just a quick relationship then yeh but if its like BT broke up with Bob then like we'd go and meet her
238. S but what would you do then, how does it work you give each other a hug and then what?

239. BT someone would give me a fag ...like GIVE ME A FAG SOMEONE!
240. LR Erm we'd go and like cheer them up and have a laugh
241. JS Tell them they're gonna be alright and try and just make it better
242. S so being with someone is much more important than
243. LR It depends on the situation
244. BT If I'm sitting on my own and there's something the matter with me it will just make it worse
245. JS If people hug me though I start crying even more
246. LR Yeh
247. S but do you think that's a good thing?
248. JS No
249. BT It gets it all out
250. LR It does
251. S but do you think doesn't msn allow you to do that?
252. LR, JS no cos you can't hug em
253. BT You cant even tell if someone is really that upset if they're upset they'll just say I'm really down
254. LR Yeh like people can get really mad on msn like ?????
255. S Right so it seems that basically what, when you meet together and see each other there's something profoundly important about that which is more important than any other way of communicating
256. LR yeh like msn and bebo are pretty bad for bullying
257. JS They are
258. LR Yeh
259. S Why would that be
260. JS Cos msn you don't know who's typing
261. LR Like LY yeh she wrote to AN yeh goes on line yeh goes to msn then writes AN and comment like a really nasty comment then AN comes on line with a comment then goes off line then when they are at school LY won't say nothing to her

262. BT You see the difference between bebo and msn on msn you can only talk to people that are on line or like you contact on bebo you can leave them messages but instant messaging
263. LR No on bebo yeh another one she wrote AN a comment like skank or something and AN like told YR then YR said something to LY then everyone gets involved like and starts getting on bebo
264. S so why would she do that then, why would she do that and not to her face again doesn't that underpin the fact that there is something very very powerful about being there face to face
265. LR Yeh cos you can see that there is something upsetting them
266. S Exactly so there is something about being with someone that is either really good or really difficult to deal with and negotiate it. So would you say that your msn and texting and stuff is a way of practicing your social for when you meet up?
267. BT No
268. S its not it's a way of continuing it?
269. LR Yeh
270. S ok so how do you deal with real problems like if you do fall out is it best to deal with it face to face do you reckon?
271. All yeh
272. LR So say if I like had a really big fall out with CE yeh on msn and before I'd see her at school I'd try to sort it out on msn but if we saw each other at school first I'd talk to her at school but it depends where you are doesn't it.
273. S Ok
274. JS I'd rather say like can I ring you cos like on msn she could get muddled up
275. S I'm going to end it now
276. LR ...cos you can't see there expressions
277. S right that's what I'm trying to work out
278. BT you can put a web cam on though
279. S yeh but don't you think there's something you feel about a person when you're in the same room? If we were chatting on msn we wouldn't feel the way we are now
280. CE If you'd written something on msn yeh the other person might take it different
281. LR and the tone of their voice can't be heard very well
282. JS Cos you can say I'm sorry but you don't know if they're sarcastic or not

283. S right

284. LR they're just saying it just like whatever

285. S yeh but on msn you use emoticons but it's a restricted sort of language isn't it so face to face you get everything you get the feeling you get the sight.. What I'd like to do next time if we could meet is to discuss the actual language you'd use when you are together what language you'd use when you're protecting each other when you're exploring and supporting one another welcoming one another and when you're building relationships is that ok?

286. All yeh make it in a bad lesson

Appendix 13

Stage Two: Focus Group Transcript – 31st October 2007

Number present: 6 males NY, SY, LE, RD, RS, NS

Location: BYW corner suite

Context: End of CoPE session

Recording medium: A1 sheet of paper as boys requested no audio or video recording

Q: Where do you hang out when you socialise?

Monks recreation ground

Hamble recreation ground

Croshaw recreation ground

Beach green

Manor park

Somerfield

Girl's house

Home

Friend's house

1. Q: How is hanging out organised?
2. "Reece Reid rings 'cos' he's on contract"
3. "I'll go to Hurstfield because I know they'll be there. It's good there we'll do a match" (NY)
4. "We'll say we'll go somewhere but it never happens so we end up sitting on a bench by Somerfield 'cos' it's the only place to go 'cos of the police" (RS)
5. "I'll arrange a meeting at school or when I see them" (NS)
6. Q: What do you do when you hang out?
7. "Joke a lot"
8. "Don't plan it, whatever comes out it's random"
9. "Talk about what we've done or where we've been"
10. "Play football at Monks rec or Worthing"
11. "Random, punch each other, play fight"

12. "X Box and t.v" (NS)

13. "MSN"

14. Q: What do you talk about when you hang out?

15. "Joke a lot" (RS)

16. "on MSN Irish people laire us up, they said I'll cut you"

17. "But I wouldn't talk to anyone new on msn"

18. "make a comment when they turn up but don't say hi"

19. "what we've done and where we've been"

20. "whatever comes out it's random."